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The A.T.A. Magazine

OFFICIAL ORGAN OF THE
ALBERTA TEACHERS' ASSOCIATION
Magistri Neque Servi



FEBRUARY, 1937



THE CHILD'S PLACE IN THE PICTURE

WHEN Leonardo da Vinci completed his painting on the wall of the old monastery, he called the monks in to view it. They fell to discussing the beautiful colorings of the tablecloth. Impulsively the great artist took his brush and in their presence dashed it across the tablecloth. Turning to the monks, he said in substance: "I brought you to look upon the face of the Master and you see only the cloth which I had painted upon the table."

I sometimes wonder if in our profession we do not need a da Vinci to dash his brush across some of the "educational tablecloths" and help us to see more clearly *the child*.

Organizations, techniques, methods, buildings, equipment—all of these and many more are essential to educational progress and we must devote our thought and energy to their study and use. They are the tools—the implements—for promoting educational progress. All of these implements must fit into their place in the picture, but with *the child* always and ever as the center of interest.

J. W. Studebaker, Commissioner of Education, U.S.A.,
in School Life.

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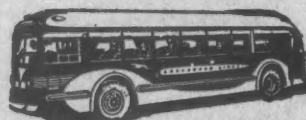
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The A.T.A. Magazine

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OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ASSOCIATION

Published on the First of Each Month



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Editorial

PUNISHMENT IN SCHOOLS

FOR the information of our members we recently secured an opinion from the Association's Solicitors setting forth the rights of teachers and school boards with respect to the administration of corporal punishment to pupils in the schools. The point is, there has been a tendency for some time past for school boards to assume that the actual functions which a teacher is required to perform as part and parcel of his professional duties come within the scope of school board regulations, which regulations tend in the very nature of things to bias or circumscribe the professional discretion of teachers. The powers of the school board and the teacher are outlined in the *School Act*, and any by-laws or regulations made are outside the powers of the school board if they are in any way inconsistent with the *School Act*. In other words, a school board is not entitled at law to order a teacher to comply with their regulations

which are not provided for in the *School Act*. For the information of our members, therefore, we publish the letter from Messrs. Van Allen & Clement in full. This letter is not in any way intended to be a challenge to school boards. At the same time it is fair to suggest that custom and tradition have in certain cases developed an atmosphere amongst school board members which (although it may not be so intended) is derogatory to the dignity of the members of a profession, and tends also to give the impression that the teacher is not captain of his own quarter-deck. The Solicitors' opinion reads as follows:

You have asked our opinion as to the extent to which a school board may regulate the administration to pupils of corporal punishment, or interfere with a teacher's discretion in this regard.

It is to be observed that at common law, a school Board may, as one of the powers ancillary to its corporate purpose, adopt appropriate and reasonable rules and regulations for the discipline and management of its school, and such rules and regulations might well include provisions as to the means for enforcing discipline. This general rule may be modified by the statute by which the school board is created. It is, therefore, important to examine the relevant sections of the *School Act*.

The duties of a school board and conversely its powers, are set forth in Section 119 of the *School Act*, and the Departmental regulations. A careful perusal of these discloses that while it has certain administrative functions to perform, it is not given any power to interfere directly with pupils, except as follows:

119. (v) To suspend or expel from the school any pupil who, upon investigation by the board, is found guilty of truancy, open opposition to authority, habitual neglect of duty, the use of profane or improper language, or other conduct injurious to the moral tone or well-being of the school;

(w) To settle all disputes arising in relation to the school between the parents or children and the teacher.

Regulation No. 9

The board of any district may direct that school be opened at 9:30 a.m. during the whole or portions of the months of November, December, January and February; and the board of any rural district may direct that only one hour's intermission be taken at noon, in which case the school shall be closed at 3:30 p.m.

Regulation No. 15

The board of trustees may require the parent or guardian of any pupil to replace or pay for any school property damaged by such pupil, and may suspend such pupil until the loss or damage is replaced or paid for.

It is seen that the only powers given to a school board with regard to punishment consist in expulsion or suspension.

The duties of a teacher are set out in Sections 165 and 166 and the Departmental regulations. The relevant ones are as follows:

165. (b) To maintain proper order and discipline and to conduct and manage the school according to the regulations of the Department;

166. Every teacher shall have power to suspend from school any pupil guilty of open opposition to authority, habitual neglect of duty, the use of profane or improper language, or other conduct injurious to the moral tone or well-being of the school, and the teacher shall forthwith report in writing, with a complete statement of the circumstances, the fact of such suspension to the board of the district; and thereupon the board shall take any action as it may deem necessary with regard thereto.

Regulation 13

The teacher shall be responsible for the personal direction and supervision of the playground activities of the pupils throughout the school day, and all pupils shall be accountable to the teacher for their conduct on the school premises, and also for their behaviour on the way to and from school unless ac-

accompanied by one of their parents or guardians, or some person appointed by them.

Regulation 14

Every pupil registered in any school shall be required to attend regularly and punctually, and in case of absence or tardiness to give to the teacher, either orally or in writing, a reasonable excuse therefor; to be provided with the authorized text-books and other school requisites unless such are supplied by the board or by the Government; to be clean and tidy in person and clothes; to be diligent in studies, kind and courteous to classmates, and obedient and respectful to the teacher, and to conform to the rules of the school.

It will be seen that the *Act* contemplates that the duties of a teacher are not limited to teaching. He is also entrusted with the moral training and conduct of the pupils. A duty to maintain proper order and discipline necessarily confers the right to take reasonable measures for enforcement, including corporal punishment. On the other hand, no part of the school work, not even the organization thereof, (vide Regulation Sec. 11) is entrusted to the school board, and the teacher is required to conduct and manage the school according to the regulations of the Department. The board cannot act outside the scope of duties prescribed by the *Act*, and since the Statute in terms confers upon the teacher the authority to inflict corporal punishment, the board has no authority to interfere in any way, at least so long as the teacher's authority is not abused.

The foregoing conclusion may be supported by a consideration of the general principles relating to chastisement of pupils. It has been uniformly held that a school master may inflict moderate and reasonable punishment for the purposes of correction, and this power extends to offences committed not only within the school precincts but also on the way to or from school. The teacher is in contemplation of law *in loco parentis*, and the parental authority and right to punish is by necessity delegated to him in order that the pupil may at all times be subject to proper correction. A useful summary of a number of cases on the point may be found in *Rex v. Metcalfe*, 1927, 3 W.W.R. 900. In other words, parents must expect some form of coercion when a child is given out of his charge, in order to ensure its proper training and conduct, and this right accordingly exists unless expressly countermanded by the parents.

It is to be observed that the authority is delegated to the person who has the immediate charge of the pupil, that is, the school master. Punishment to be effective must be immediate. The infliction of corporal punishment by a teacher is largely within his discretion; but he must exercise sound discretion and judgment in determining the necessity for corporal punishment and the reasonableness thereof under the varying circumstances of each particular case, and must adapt the punishment to the nature of the offence and to the age and mental condition and personal attributes of the offending pupil. The right of punishment is reviewable by the Court and if the teacher has acted improperly, he may be found guilty of an assault.

Such matters cannot be satisfactorily dealt with by a school board at a meeting held long after the event, and it has never been in contemplation of law that they should be dealt with by other than the school master. Certainly it could not be dealt with by a corporation not charged with maintaining school discipline, nor by any general resolution which would interfere with the discretion which must necessarily be exercised in each particular case.

It is our opinion further that a teacher would be justified in refusing to follow an order of a school board which interfered with his discretion in the infliction of corporal punishment. This view is supported by the Saskatchewan case of *Leclerc v. Perigord S. D.*, 1925, 2 W.W.R. p. 312, which was a decision of the Saskatchewan Court of Appeal. In that case a teacher sued for salary during days in which he had been wrongfully prevented from teaching. Amongst other defences, the school board raised the point that the teacher had failed to obey one of its orders. The Court said the following:

"The only order of the defendant that the plaintiff refused to obey, was to suspend one of the school children, and the plaintiff says that as he had nothing against the child, and feared the father might take some action against him if he put out the child, he refused to put her out and told the trustees to do so themselves.

"In my opinion he was justified in doing so; he could not suspend the child under subsection 12 of Section 198 of the *Act* (Sask.) as he had no complaint against the child, and if the defendant knew of some valid reason why the child should be suspended or expelled from school, it was the duty of the defendant himself to suspend or expel the child under subsection 31 of Section 110 of the *Act*."

The powers of a teacher respecting truancy as contrasted with those of a school board, are also discussed in *Finlayson v. Powell*, 1926, 1 W.W.R. 939, a decision of the Appellate Division of Alberta.

For the foregoing reasons, we conclude that a school board has not the right to interfere with the discretion vested in a teacher as to the infliction of corporal punishment. In this we refer particularly to the time in which punishment is to be inflicted, and the severity thereof, and the offences which may give rise to it. There may be some reasonable requests on the part of a school board regarding corporal punishment which would not actually infringe on the teacher's discretion as above outlined. We would want to consider such cases on their particular facts.

UNIVERSITY SUMMER SCHOOL, 1937

THE letter published below from the Dean of the Faculty of Arts of the University will be welcome news to teachers of this Province who are interested in taking undergraduate courses in the forthcoming Summer School session. We should like to extend our thanks to the University for the accommodating spirit manifested in this regard. The letter shows an alertness and open-mindedness on their part to more closely relate the courses in the Summer School with the new developments in the Course of Studies. Particularly does this apply in regard to Social Science. Might we suggest that the teachers should evidence co-operation on their own behalf, so that the intentions of the University may not be rendered difficult in making arrangements for the handling of the Summer School: that is to say, they should comply with the suggestion in Dr. Alexander's letter that they communicate with him directly in the event of their being interested in attending the next Summer Session.

Mr. J. W. Barnett,
Secretary General, Alberta Teachers' Association,
17 Imperial Bank Building, Edmonton.

Dear Mr. Barnett:

We are enclosing a list of courses to be offered at the forthcoming Summer Session and we trust that for the information of Alberta teachers you will be able to give us a reasonable measure of publicity in your next issue. We draw particular attention to the fact that German 1 is being offered among the junior courses after a long absence, and also Philosophy 2; this may assist some teachers to clear up their second year. Among the senior courses naturally we draw attention to the three Education subjects, to a new course in English dealing with Victorian poetry, and also to a recent development in our Physics Department, namely Physics 50, which will emphasize the more striking advances of modern Physics. There will be a certain amount of laboratory instruction in connection with this.

A strong effort will also be made to include in the Summer School's activities some high class lectures on the more recent occurrences in international politics. Should our plans prove successful, in this regard, we feel that this will be a real contribution towards the presentation of the new "Social Science" studies in the High Schools.

Would you be good enough to suggest that teachers who are interested in any of the above courses and see before them a possibility of attending summer school should communicate with me directly, not for purposes of registration, but merely in order to assist us in formulating our internal arrangements for the handling of the University side of the Summer School? We will greatly appreciate your co-operation in this matter, which you have always so kindly accorded us in the past.

Special attention is called to the fact that Botany 1 is offered for the first time on the Summer School curriculum.

Very sincerely yours,
(Signed) W. H. ALEXANDER,
Dean of the Faculty of Arts & Sciences.

Courses to be Given at the Summer Session, 1937

Junior Courses:

Chemistry 1, English 2, French 2, German 1, History 4, Philosophy 2, Physics 7, Political Economy 1, Botany 1.

Senior and Graduate Courses:

* Chemistry 40 (not a graduate course), Chemistry 54, Christian Apologetics 51, Education 101, Education 103, Education 104, English 66, History 54 or History 65, Mathematics 41, Mathematics 42, Mathematics 53, Philosophy 53, Philosophy 57, Physics 50, Political Economy 64, Ancient History 52.

* May be counted as a junior course.

THE MINIMUM AND DEPARTMENTAL STIPULATION

TEACHERS are frequently writing to us in cases where the contract provides for a lower rate than that authorized by the Department, and wondering why they have not been notified of the stipulated rate either by the Department or by the school board: meanwhile, the latter continues to pay at the lower rate.

All we can say is: The school board is obligated to pay the salary of the teacher at the rate approved by the Department, and collection of the balance due can be enforced at the end of the term.

We are informed by the Department that they are following the policy of notifying each teacher with respect to the rate authorized by the Department, in cases where the salary rate stated in the contract is lower than the rate authorized by the Department. If a teacher in such a case has not yet been informed by the Department, then it is due to the fact that the latter has not yet been able to get round to that particular case. The letter will finally be received by the teacher, which will give him the authority to claim the balance of salary due him by the board.

When school boards desire to pay below the Minimum of \$840 per annum, they are required to furnish particulars re their financial position—mill rate, arrears of taxes, crop conditions, teacherage or not, assessment, etc. Then the Department gives a ruling in the light of the information at their disposal. There are literally thousands of cases to be dealt with each year, which means that a very thorough investigation in each particular case is not possible. The human equation inevitably enters into the situation: some school board secretaries are more efficient than others in setting forth their case and imposing on others a conviction of their inability to pay salary; consequently, it is inevitable that there will be cases where boards get authority to depart from the Minimum to a greater extent than

others who may actually be more hard-up. Nevertheless, we are convinced that the Department are doing all possible to act impartially in this matter: there is now a noticeable tightening-up on salary requirements, where the crop conditions, etc., are improving. Therefore the Association feels justified in advising teachers that any serious criticism in a general way, and any demand for more intimate and thorough investigations would not advance the interests of teachers at this particular time. The limited staff at the Department renders it impossible to do more than is now being done.

THE MENACE OF THE FEMALE?

WE HAD decided to ignore that effort by one, Woollacott, published in *Maclean's Magazine* some months ago. We thought that surely its pedantic effusiveness, its smugness, its setting forth of what might justly be called a pre-historic catechism of anti-feminine faith, would defeat the article's intended aim; or that by withholding further publicity from what 99.99% of the people whose opinions are worth anything at all would consider too obviously biased to merit reply, would be the sound, the dignified attitude all teachers should adopt. However, we must agree with the opinion expressed that *Maclean's*, a magazine with a huge nation-wide circulation, has stepped from a high plane and published an article which is not in keeping with its usual standard of constructive Canadian citizenship. Since, also, *Maclean's* states that letters received are of such length that it is not possible to publish them in full, perhaps, after all, it is expected that we make some reference to the article in question. At the same time we raise our chin and elevate our chest at the consciousness that the Alberta arm of the teaching profession of Canada can be given no credit—nor discredit—for the opinions of one who styles himself as a school principal for over forty years, in England, South Africa and Canada. We are prepared to admit that, possibly, we are wrong in our diagnosis: Mr. Woollacott may be too subtle for our comprehension, in that he may have intended the article to be an exhibition of humour, "a pulling

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the reader's leg," as a commentator in *Maclean's* puts it. If so, in behalf of the 6,000 teachers in Alberta, we here and now humbly apologize for wronging him and for giving *Maclean's* the credit for sacrificing dignity and public welfare in the interests of the development of "cat-and-dogism" in our midst. Maybe *Maclean's* were also better diagnosticians than ourselves: they appreciated the humour which stolidly hid from our hazy ken. But judging from the length and seriousness of the replies and comments in *Maclean's* it is very evident that many other readers were as stolid as ourselves and felt that they should treat seriously the elements of Mr. Woollacott's article; that they should "sit up and take notice" of what he wrote. If such be necessary, then we feel the case will best be served by endorsing to the full and publishing a letter to *Maclean's* written by one of our own members, Mr. Frank Speakman of Calgary. We thank Mr. Speakman for his trenchant comments and the masterly way in which he disposes of the question:

The Editor, *Maclean's Magazine*,

Dear Sir:

I wish to comment briefly on the article "Is the School-Marm a Menace," in your issue of December 1.

I am writing with the viewpoint of one who has, like Mr. Woollacott, enjoyed a good many years' experience as a city school principal, with some interest in Alberta education for a considerable time.

In my opinion, the publication of this article is not in keeping with the reputation of *Maclean's*, as a fine Canadian magazine, playing its part in constructive citizenship. I can see little value in promoting a class controversy as to the relative merits or demerits of the sexes in connection with the contribution of the schools to education. On the other hand, the actual effect of this article is to expose to irresponsible prejudice and unwarranted sneers a very large body of public servants who are faithfully performing an important, and sometimes difficult, task.

You will probably realize that the efficacy of the teacher's work is influenced very powerfully by the measure of enthusiasm she is able to bring to it and by the measure of respect and co-operation which she receives from pupils, parents, and the community generally. Articles such as the one to which I refer are calculated to injure both of these factors in the teachers' work and are thus, in my judgment, doing a serious dis-service to the cause of education and citizenship generally.

It is fair to say that, like many others, I am prepared to give unqualified support to any move along the line of bringing about more stability and permanence in the teaching profession, and of attracting and retaining a larger proportion of men in the service. Constructive development of such a policy is a very different matter from unsupported generalizations, unproven conclusions, and offensive imputation of unworthy motives to all and sundry, with which Mr. Woollacott's article so freely abounds.

The contemptuous reference in the article to the Parent Teacher, or Home and School organization, is quite in keeping with the general tone of the article. Apparently it has not occurred to Mr. Woollacott that this organization may contain members whose maturity of judgment, progressiveness of viewpoint, and knowledge of educational conditions are equal to his own. I find it difficult to understand why a remark like the one made by Mr. Woollacott, lacking as it does any attempt at its own justification by evidence or reason, should appear in your columns with reference to an organization with the scope and character of the Parent Teacher or Home and School movement.

I have no particular wish to find fault with Mr. Woollacott for his personal views. This is presumed

to be a country where every person, no matter how irresponsible, irrational, or prejudiced, is free to hold or express opinions as he may desire. I am, however, somewhat concerned when a reputable magazine which I have been accustomed to respect and recommend, finds it necessary to publish material of such questionable value.

Yours truly,

Frank Speakman,
Principal, Connaught School, Calgary.
President, Alberta Federation of Home
and School Associations.



OLON E. LOW

As Mr. Solon E. Low has been chosen by the Premier to succeed Honourable Charles Cockroft as Provincial Treasurer, honour comes to one of our ardent workers, and present member of our A.T.A. Executive.

Mr. Low received his Public and High School training at Cardston, and Normalled at Calgary. He has attended summer school at the University of Alberta, where he was President of the student body, and has also taken courses at the University of California. He began his teaching career as Principal of the Arrowwood School, at which time he acted as Secretary of the Board of Trade, and was instrumental in getting the village charter and building up the community. From here he moved to Raymond where he was very successful for a period of nine years as a teacher of English and History, and proved himself to be an outstanding basketball coach, leading his high school team as Provincial champions for six successive years. He is now acting as Vice-President of the Provincial Basketball Association. Since 1934 he has very ably handled the Principalship of the Stirling High School. With the hearty co-operation of his talented wife, who substituted for him, he has been able to carry on in the school and perform his duties as an M.L.A.

On the public platform and also on the floor of the House, Mr. Low, as his father before him, has proven to be a very able speaker and debater. It is to this, our fellow teacher, that we owe a debt of gratitude for the wonderful way in which he piloted the Teaching Profession Bill through the House during the Spring session of 1936.

Mr. Low has a family of three charming daughters and two robust sons, and a wife who never fails to carry her share of the responsibility.

We feel that the Premier has chosen wisely, and that Mr. Low will add strength and dignity to the Cabinet, and though we shall feel the loss of him as a teacher, we feel at the same time, that the Province has gained a most worthy guardian.

Looking Backward and Forward in Libraries

Alice S. Hutchison, M.A.

SOMEWHERE back in the nineteen-tens, Alberta did have a school library system or ideal or policy; call it what you please. At any rate library books were mentioned in the annual grant to school districts by the Department of Education itself. Possibly the field mice in their annual winter migration to the local school house still have legends of former book-revelries in the days of their ancestors. Indeed the shelves of some schools still have books, quite a number of books. I myself have seen "Burke's Speeches," Carlyle's "Heroes and Hero Worship," Dante's "Inferno," "Oliver Twist," Bunyan's "Pilgrim's Progress," almost as good as new, along with other famous heroes of the past—even the mice left them alone. But beside these, worn and torn, were the "Highroads of Geography," and the reason was self-evident. "The Highroads" had pictures, even some colored pictures; for the rest just try it yourself, see if you can persevere through five pages of "Pilgrim's Progress" in the old bleak, blotting-paper like edition of printed aridness. How those books could encourage reading habits in what was then a very young land of rather more boisterous disposition than today! Some Alberta schools have books, most haven't books—have any a library? And what are we going to do about it?

This library idea, even for the rural areas and the small towns is not new; then, possibly, in the world today it is nearer solution or solutions. Egerton Ryerson in his "Education Acts of 1848" endeavored to develop a library in each rural school and to make it the nucleus of a rural public library. Behind the door of the local public telephone office (or perhaps a store) in many Alberta towns you will find shelves of books placed there by the Women's Institutes—at least you will find relics of these efforts—while in some nearby homes you will find private collections with or without erasures. Book boxes are used in all provinces, some like our own Department of Extension have long years of faithful service to their credit: Some of these efforts failed through lack of a definite policy; book-box efforts will always have periods of drought. To encourage reading the reader must be allowed to browse around among book shelves. Shouldn't the library become as much of an accepted public institution as the school itself?

Here are a few trends in Canadian library developments.

In the larger cities—in Ontario at least, in Vancouver and elsewhere, every large High School has a library with a librarian in charge. The library is classified, catalogued and organized in the same way as the public library; the librarian has the same duties as the public librarian and, as well, gives lessons on the use of the library. In smaller towns the schools have part-time librarians or librarians in charge of more than one school. The smaller towns usually have close co-operation between the public library and the school library, so that duplication of effort is avoided.

Rural school libraries, aside from individual efforts, are in many cases included already in the county or regional schemes. There are two groups of these regional schemes worthy of note. The first group, those financed by the Carnegie Trust, have conducted experiments in Prince Edward Island and in British Columbia. The Prince Edward Island scheme includes the whole island in one regional scheme with Prince of Wales college, Charlottetown, as the library centre. This experiment is in its third year. The Fraser Valley scheme in British Columbia, after five years'

trial, was taken over by the municipalities in 1935. It includes 20 municipalities with a population of 47,000; the central library for the system is at Chilliwack, and the tax rate levy is 35 cents per head of population. The other type of regional or county group originated locally without outside aid. Ontario has several of these. Orillia, Collingwood and Midland agreed each to spend \$100 on classed books and exchange with each other—they include school-work. Lambton county is the pioneer in the county library system. It started as a voluntary association of small libraries agreeing to pool their book funds. It now embraces the whole county. Books are purchased, catalogued, etc., in Sarnia and apportioned among the member libraries; at intervals an official with a book-trailer calls to exchange these books among the member-libraries. Thus far the Ontario Government has duplicated the Lambton County Council grant to this enterprise. Since Lambton started the county movement in 1932, other county schemes have been developing throughout Ontario. In all of these school districts may arrange to join in by contributing for book service.

The City of Toronto leads in the development of the Canadian co-operative idea. It has a main central library and eighteen branches. This is not, of course, a rural scheme. However, it is worthy of note for some of its ideas. Each library in its system has three divisions: the adult, the High School, and the Children's department. The central library has a separate children's division in "Boys' and Girls' House" in charge of Miss Lilian Smith, who has won a reputation all over the continent for children's work. Her library has a room for the tiny tots who cannot read but who can "read" pictures; she has a theatre room complete with stage and equipment where plays are being staged, costumes made, reading circles held. One will always find a welcome should one care to visit Boys' and Girls' House, and will always find a staff enthusiastic to help if one is interested in boys' and girls' reading.

The United States has almost countless county library systems. England has both regional and county. Czechoslovakia has a nation-wide control. And now that the hammers of the "Enterprise" system have driven out the studious calm of former days, (rather an anomalous idea, but still it is true) comes a great wail for libraries for Alberta schools. If the past can teach lessons, it seems to tell that the individual local effort ends in futility; and the vision will lose its mirage-like qualities in "co-operation."

The Teacher

Why do you suffer them? Leave them behind you.
Go where no word of them ever can find you.
"School children"—even the words start you hurrying,
Planning, contriving, incessantly worrying.
Children are stubborn; their cheating, their lying
Defeat all your purposes. Why keep on trying?
Do you not see how they love to torment you?
If you should die tonight, they'd not lament you.
They do not want what you're trying to teach them;
If they have sympathies you'll never reach them!
Idle ones, careless ones, spoilt ones, or "nervous"—
Why should you pour out your life in their service?
Come, let them go! You can rise far above them!
But soft as a prayer came the answer: "I love them."

—(Anon.)

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Tentative Easter Convention Time Table

PERIOD	ELEMENTARY	INTERMEDIATE	HIGH SCHOOL	COMMERCIAL	TECHNICAL	H. ECONOMICS	INDUSTRIAL ARTS
TUES., P.M.							
1.40				1. School Orchestra.			
2.10				2. Address of Welcome—Mayor.			
2.15				3. Address of Welcome—Chairmen of Edmonton School Boards.			
2.25				4. Minister of Education.			
3.15				5. School Orchestra.			
3.30				6. Dr. M. E. Lazerte.			
WED., A.M.							
9.15	Dr. Newland—"Teacher Training in Alberta"						
10.15	Use of Experiment in Elementary Science	Gr. IX Exams.	Report on Cur- riculum Revision (Result of Ques- tionnaire)	Dr. W. G. Carpenter			
11.15	Insp. A. L. Doucette		H. C. Clark	Discussions on the New Course.			
	Development of Language Ability Miss O. Fisher	Psychology of Intermediate Children					
WED., P.M.							
2.15	Mr. F. C. Casselman—"Taxation for Education"						
3.00	Deputy Minister McNally						
3.45	Div. I Enterprise	The New	(a) English. (b) Social Studies. (c) Languages. (d) Discussion Gr. X Courses.	Discussions on the New Course		Dr. Carpenter	
	Miss Clara E. Tyner	Gr. IX Course					Dr. Carpenter
Banquet, Wednesday Evening—Guest Speaker, President Kerr. Dancing to follow.							
THURS., A.M.							
9.15	Extension Department, University of Alberta—"Mechanical Aids"						
10.30	Div. II Enterprise	(a) Art VII-VIII (b) Junior Business (c) Oral French	Mathematics Science Options	New Course	Dr. Carpenter	New Course	
11.15	Miss M. Belle Ricker			Dr. W. G. Carpenter			

More detailed Programme will appear in March issue.

Miss M. B. Moore, M.A.

The World Outside

Miss R. J. Coutts

Geneva

Maurice Bourquin, a Belgian professor of international law, headed the committee appointed to consider reform of the Covenant of the League of Nations. The committee has been forced to work slowly owing to varying suggestions and conflict of opinions. Sweden, Norway, Denmark, Switzerland, Great Britain, France, Russia, the Little Entente, etc., have all presented varying ideas of reform, many of which, we must confess, have been dictated by the interests of the countries concerned. Divergent opinions have been presented as to the primary purpose of the League. These ask whether the League is a mediatory institution only, or whether it should be a coercive force. Then it is asked whether universality is necessary for effective action. However, Dec. 26, a report finally emerged and what follows is an attempt to summarize the outstanding features.

That the League, as a coercive instrument, triumphed is seen in the resolution to strengthen sanctions. The chief reason that sanctions have failed is that member states are unwilling to carry out the provisions of the Covenant. Governments are reluctant to use military force to restrain a Covenant breaker. They fear that the aggressor may fight sanctions and that economic and financial pressure do not work quickly or effectively. To meet these difficulties the committee suggests that: the Council, not the members of the Assembly, must decide if a breach of the Covenant has taken place; the aggressor's vote is not to count in the discussion; the Council must notify the date upon which sanctions are to apply; and if the aggressor threatens military opposition, then the Council should have the power to recommend what armed forces the members of the League should contribute to defend the Covenant. From the start it should be understood by all concerned that the sanctionist governments are willing to resort to force of arms if necessary.

The report regrets the absence of the United States, Germany, Japan and Brazil, but does not consider that the League to be effective must be universal. It says that it is ridiculous to make such a statement, for even without these countries, the League is probably the strongest group en bloc in the world, and the best method of adding new members to the League is by strong and aggressive action.

The report admits that more general reform of the Covenant may be necessary in the future, but thinks that in the present unsettled international situation such action would be premature. However, it suggests various constitutional methods to be used in reform. This may be accomplished by amendment, by special resolutions or by separate international treaties, the second of which is probably the speediest but not the most binding.

Seamen

That seamen shall work only eight hours a day and 48 hours per week, that they are to have holidays with pay, and a minimum age of 15 for employment, come as a surprise to everyone; but those are the resolutions which the International Maritime Conference have succeeded in passing at the International Labor Organization. The delegates represented 82% of the world's shipping, Russia and United States sending delegates for the first time.

Pan-American Conference

This conference opening Dec. 1 and lasting until Dec. 21 has quite dispelled by its findings any suspicions as to imperialism on the part of United States, or as to designs of ousting the League of Nations in the Western hemisphere. The fears of the League or of the Southern republics have all been dispelled. Twenty-one states participated and sixty-nine projects were adopted, these treaties and projects now await ratification by the various governments concerned.

This article will attempt a hasty review of the main projects:

Joint consultation and collective intervention is to be the rule in the future in case of hostilities between American states or attacks from outside. There will be no future unilateral action by the United States. There is absolute equality for all states.

All states agree that there shall be no conquest, and no acquisition of territory by force, and that arbitration, conciliation, and application of basic international law shall be used in case of dispute.

Then, too, provision is made for a panel of American jurists to be filed at the Pan-American Union in Washington, for bilateral and mixed Commissions to devise ways of preventing future disputes and to carry out existing agreements. In the resolution (United States did not vote on this) that non-members be urged to work with the League to prevent wars, we see an attempt at co-operation with the League.

United States proposed an exchange of 240 professors and 480 students. For a further common educational background and for propagating peace, an interchange of official publications and free passage from one country to another of educational motion-picture films were decided upon, as well as interchange of expositions of the art of different American republics.

In trade there is to be a reduction of tariffs and equality of opportunity for all nations. This last more than all will prove effective in convincing the South American countries of the sincerity of the great Republic to the north.

Canada

Toronto Royal Winter Fair.—The Toronto Royal Fair held its fifteenth exhibition, and was attended by guests from all over the Empire, United States, and even Chile, the boxes being oversubscribed for the first time since 1922. Twenty-five hundred exhibitors sent in horses, and

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although there are stall stables for almost 12,000 horses, the accommodation was not sufficient. Students from schools and colleges attended in large numbers, and Peter Kinnear, head boy of Ontario Agricultural College this year, was appointed to the Board of Directors. The Irish Free State, holding the international trophy from last year, defended their title in an army officers' competition against teams from Great Britain, Chile, and United States.

Included in the display was an exhibit of quilting, weaving, pottery, needlepoint, and other handicrafts, sponsored by The T. Eaton Co., Ltd.

B.N.A. Act.—The following amendments to the British North America Act have been suggested by the Trades and Labor Congress of Canada:

1. That the Federal Government shall have full power to enact any social or labor legislation for Canada, and shall be able to include the convention of the International Labor Office of the League of Nations.

2. Federal control over industrial and commercial activities in order to maintain labor standards and to prevent unfair competition between provinces.

3. Federal control of highway transport in order to bar unsafe standards of operation and unfair competition with other established methods of transportation.

4. That Senate's power be restricted to that of House of Lords in England.

5. No appeals to be allowed to Privy Council.

6. Complete control by Dominion of Bank of Canada—lower interest rates on public loans, etc.

Wheat.—A perennial wheat with seeds of ordinary wheat and the long-lived roots of grass has been developed by plant breeders of Canada's experimental farms. Dr. L. E. Kirk, Dominion agrostologist, says the new wheat will not be good for bread-baking, but will be a valuable forage plant which will restore to productive uses large areas of land ravaged by drought in Western Canada. A farmer would be able, too, to seed a field to the wheat and harvest crops of saleable grain, year after year, with the annual labor of plowing and sowing.

Wm. Lyon MacKenzie.—Ontario's Provincial Government has undertaken to rebuild at Queenston, the printing office where Wm. Lyon MacKenzie first printed his paper, *The Colonial Advocate* in 1826. The old building was almost in ruins. It will now be, when rebuilt, another link in the historical chain from Niagara Falls to Niagara-on-the-Lake.

Mandate

Ratification of the Franco-Syrian treaty granting Syrian freedom from French mandatory power is being delayed somewhat over the dispute concerning Alexandretta, a small district near Antioch. This district is completely Turkish, and Turkey fears if some arrangement is not made for its autonomy, that it will be overwhelmed by an Arab majority.

The Arab element claims that this would be mutilation of Syria, whereas France claims she has no power to make a division and that the matter rests with the League and Turkey. The treaty does not become active until 1939.

Cuba—Sugar Tax

Miguel Mariano Gomez, President of Cuba since May, 1936, has been impeached and unseated on the score of interfering with the free legislative function of Congress.

A sugar tax of nine cents a bag was passed, the proceeds of which were to provide rural schools under military instruction. President Gomez vetoed this tax, for he saw in it the establishment of military schools and the militarization of Cuban youth. These schools are part of a scheme of Colonel Fulgencio Batista, who is Cuba's strong man. He declines the office of President but insists, with army backing, on dictating the policy of Cuba's Presidents. Gomez refused to be his tool; his impeachment followed and Dr. Bru, former Vice-President, was sworn in Dec. 24 as Gomez's successor.

Bulgaria is the one Balkan state that emerged from the Great War greatly reduced in area. She has not been a member of the Little Entente, having no love for those countries which have profited at her expense. However, a change is taking place. A non-aggressive pact has been signed with Yugo-Slavia, a move is being made for one with Rumania, and it is expected that similar treaties will be arranged with Bulgaria and Greece. She already has one with Turkey. It may be Bulgaria wants the friendly co-operation of her neighbors when she makes a move, as she is allowed to do by the Treaty of Versailles, for a rearrangement of her boundaries by which she will have an outlet on the Aegean Sea.

With this satisfactory alignment, along with the French loans to Czecho-Slovakia and Poland, and Poland's declaration of protectorship over the Baltic states, we see, almost as it were, a retreat of the smaller European states from the war line.

China

The kidnapping of Chiang Kai-shek, his later release, following it the return of Chang Hsiao-liang to Nanking, Chang's plea for mercy and his pardon, all these we must concede now were mere incidents in the maze of Chinese politics. At first the events were due, so they said, to the sinister policy of Japan, who wanted an excuse to interfere in China—then Japan saw in them the hairy paw of Russia who wanted to elevate Chang with his Communist leanings to the highest seat in China—and to oust Chiang Kai-shek, who has more than anyone else been giving China a national outlook, and has become a great centralizing force. Chang, so it is said, wanted to force a war with Japan and get recognition for his soldiers, who are Communists. He now confesses his error, is forgiven, and it is said, will likely spend a few years in exile.

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Of Interest to Teachers

by Clericus

First and foremost we wish to protest most vigorously against Marcus Aurelius invading our column in the January issue. We don't know Mark personally, but if he is going to contribute regularly to *The A.T.A. Magazine*, he had better start up a column of his own.

* * * *

Well, the flu has certainly played havoc with school attendance during the past month. Absences up to 50 per cent have been common, and some rural schools have had to shut down completely. Teachers have been hit just as commonly as their pupils, and in Edmonton all available substitutes have been called into action. The pupils present one week are away the next, consequently no progress can be made with school work. We wonder if it would not have been better to close down our schools until the epidemic had run its course. Some mothers we have talked to, are distinctly opposed to this idea. They seem to think that the job of caring for one or two sick children would not be helped by having one or two who were not sick at home kicking up a rumpus. Well, fortunately, the epidemic is comparatively mild in its effects, so let's be thankful for small mercies.

* * * *

Johnnie had just brought home his report card and it didn't make pleasant reading. "Just look!" said his irate father, here you are at the foot of the class. Why can't you be like Willie Jones and be at the head once in a while?"

"I don't know that it matters much," said Johnnie resignedly, "they teach both ends."

* * * *

Smith was the name of the engineer, in case you tried our problem of last month. Mr. Robinson lives in New York, so either Mr. Jones or Mr. Smith lives in Chicago. But the conductor's closest neighbor is one of the passengers and the conductor's home is half-way between New York and Chicago. Furthermore, the conductor's closest neighbor has a salary three times that of the conductor, so this neighbor can't be Mr. Jones, since the conductor's annual salary is not likely to be \$1,666 $\frac{2}{3}$. Hence it follows that Mr. Jones lives in Chicago; also the conductor's name is Jones. Further, we know that Smith beat the fireman at billiards, which means that Smith is neither the conductor nor the fireman. So there you are!

* * * *

It is time you were making plans to attend the Easter Convention which is to be held in Edmonton this year. The programme committee is arranging for a delightful bill of fare, just the sort of things you need to settle your many problems. Don't forget that the necessary travelling expenses of delegates to the Annual General Meeting are to be paid by the Association this year. If you want help with your Enterprise work, or if you have problems with your Grade IX, why not come along and swap ideas with others in the same fix. The programme is being prepared to help just such people as you. The latest information will be available as to the new courses to be introduced into Grades 7 and 8 next term, also the new set-up for Grade X will be given. And then there is to be a banquet and dance, reunions of Normal School alumnae, etc. Better come along and take in the doings.

We take the following news item from the front page of *The Edmonton Bulletin* of recent date: "The story of the bravery and devotion of a 21-year-old teacher to her duties and her high sense of duty is being told here (Leduc) as stories are seeping in regarding Miss Myrna Babiak, teacher of the Morrowdale district school, some fifty miles west of Edmonton.

"Due back at school last Monday after a week-end trip to the city, she was unable to get farther than Leduc by car. Nothing daunted she started out on foot for her school, and reached there in time to open up for Monday morning.

"For thirty miles she ploughed through snow drifts that cars could not push through, freezing her ears and nose, but plodding doggedly on, carrying a package of books she was taking back to the school.

"That thirty-mile tramp would have been hard on a tough man. How a little school-teacher got through is a miracle," said one husky farmer today in telling the story."

* * * *

Once upon a time we ran across a poem which started out as follows:

In tempus old a hero lived,
Oui loved puellas deux,
Il ne pouvait pas quite to say
Which one amabat mieux.

Now in case any of you have it in your scrap-books, we should appreciate getting the remainder of the poem. Just address it to Clericus, A.T.A. Office, Imperial Bank Building, Edmonton.

* * * *

A man noticed some ducks going down to a pond. There were two before two, two behind two, and two between two. Now how many ducks were going to the pond?

* * * *

Dr. Samuel Johnson was noted for his correct use of the English language. The following story illustrates how, even in times of stress, he was very sensitive to the fitness of a word to its context. Apparently the doctor was quite gallant, and one day having gone into the kitchen, he discovered that his wife had hired a new maid. The girl was pretty, the doctor not at all backward, and he was just in the act of kissing the girl when his wife entered. "Why, Doctor Johnson, I'm surprised!" she exclaimed.

"No, my dear," answered the worthy doctor, "You are astonished, I'm surprised."

Dr. Wallace Strongly Supports Professional Status

It was a matter of great pleasure to me to hear Principal Wallace of Queen's University, Kingston, speaking at the annual dinner of the Secondary School Teachers' Federation, say that when Automatic or Compulsory Membership in a teachers' organizations was proposed in Alberta, he was strongly opposed to the idea, but he said after having seen it in operation, "I must admit that I have been converted and can see great benefits coming to the teaching profession through such a step." Dr. Rogers, Chief Inspector of the Secondary Schools in Ontario, speaking at the same dinner, also stated that he was convinced that it would be perfectly safe to entrust the same scheme to the teachers of Ontario.

N. W. McCallum in *The Educational Courier*.

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In Memoriam — Miss Violet M. Lang



MISS VIOLET M. LANG

IT WAS with almost overwhelming grief that friends learned of the very sudden passing of Miss Violet May Lang, at the home of her sister, Mrs. J. McTavish, 9936 - 83rd Avenue, on Tuesday, January 26. Miss Lang taught as usual that day, but shortly after returning home she fell ill, and in a few hours, quietly passed away.

Miss Lang was born in Harriston, Ontario, where she received her public and high school education. After graduating from Toronto Normal School, she spent a few years teaching in Ballinafad, Wriggley's Corner, and Waterloo, Ontario. Coming to Edmonton twenty-nine years ago, she became a member of the teaching staff here—first in Alex Taylor, later in McCauley, and for the last twenty years has been an honored member of the King Edward school staff. In 1916, she was granted a year's leave of absence to visit New Zealand, and while there gained a knowledge of their educational system by teaching for several months.

Miss Lang was a teacher of exceptional ability, painstaking and progressive. A very sincere tribute was paid to her professional qualities by G. Fred McNally, Deputy Minister of Education: "Miss Lang had over a period of years, the confidence in a marked degree, of educational authorities."

In her pupils, Miss Lang saw always the men and women of the future, and her first desire for them was that of true citizenship. This deep interest followed them into later life, so that numbers of young men and women remember her with gratitude.

Her cheerful and lovable personality endeared her to all who knew her. As one who met her for the first time only a very few days before her passing, said of her, "And I would never have known what I missed had I not had that happy meeting with Miss Lang."

She was a loyal member of Metropolitan Church, where she served on the Board for several years, the only woman so elected. She also taught in the Sunday School and was actively interested in the Women's Missionary Society.

Her funeral from that Church, January 30, was very largely attended by a representative gathering of many persons who had been associated with her at various times during her years passed in Edmonton, and who were assembled to pay last, loving respects to one whose memory is treasured by so many.

The following tribute was written by her former colleague, Miss S. Jean Walker.

Died at her work, a servant true,—
Faithful in service blest,
So quietly the call that came
To enter into rest.
But she was ready for the call,
Faithful, believing, true.
She loved her Lord, and now with Him
She lives a life anew.
So worthy in her daily work,
So pure in thought and deed;
Love was the centre of her life,
And love, her living creed.
So cheerful in dark days of pain,
In all kind ways so fine,
To live the Christ way her desire,
In tune with the Divine.
We loved her, and her mem'ry dear
Will ever with us dwell;
She would not have us mourn for her,
But tell us all was well.
Died at her work, in service true,
Our loved and faithful one;
Now, by her Saviour's side she hears
His gracious words, "Well done."

List of Periodicals, Charts, and Booklets, of Interest to Teachers of Science

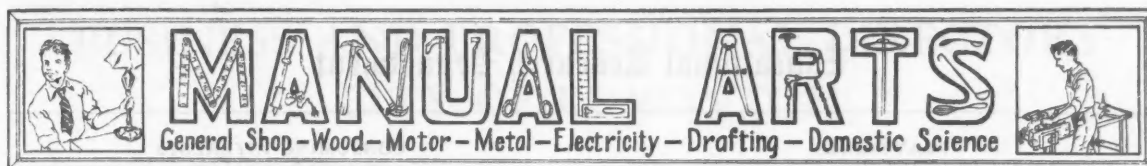
By Theo. C. Segaworth, Lethbridge Collegiate

- Laboratory Emergency First Aid Chart—Fisher Scientific Co., Pittsburgh. Free.
Coal Products Tree, Chart — Koppers Construction Co., Pittsburgh, Pa. Free.
Alcohol Tree, Chart—U.S. Industrial Alcohol Co., 110E 42nd St., New York City. Free.
Alkali Tree, Chart—Solvay Process Co., Rochester, N.Y. Free.
For the Science Club—Pamphlet. Popular Science Pub. Co., 250 4th Ave., New York. 25c yearly.
Careers (E. C. Rodger)—D. Appleton & Co., 35 W. 32nd St., New York. A book describing careers for boys. \$1.50 book.

- What Shall I Be (C. Ernst)—\$1.50 book.
A Book Describing Various Careers—Appleton & Co. Bibliography of Vocational Guidance—Bulletin 66, Trade and Industrial Series 19, Federal Board of Vocational Education, Washington, D.C. Free.
Elementary Science as a Preparation for Citizenship (Geo. W. Hunter)—Leaflet. American Book Co., Chicago or New York. Free.
The Business of Being a Housewife, Chart—Cuts of meat, etc. Armour & Co., Chicago, Ill. Free.
A Friend in Need—Pamphlet. Discusses uses of baking soda. Church & Dwight, 27 Cedar St., New York.

* * * *

Note.—The pamphlets listed above as being free are sent postage free to schools in the United States. The compiler of the list cannot guarantee that they are sent free to schools in Canada.



ROUSSEAU ON MANUAL EDUCATION

By JOHN LIEBE, Ph.D.
General Shop Instructor in Lethbridge

JEAN JACQUES ROSSEAU'S famous educational novel, *Emile or Education*, which appeared more than twenty years before the French Revolution, has influenced practically every European educationist since. At a time when education was confined to the sons of the nobility, in an age when Greek and Latin were the unchallenged requisites of the man who wanted to enter a career, Rousseau preached the gospel of simplicity and return to nature.

Unhampered by the convention of his time he broke through the limitations of the ruling class under Louis XV. He freed himself of the contempt with which the privileged and educated people of France looked down on the masses and their life. While his contemporaries considered it necessary to keep the common people in ignorance, he dared to show that the common man's life is in itself a better education than the artificial and luxurious life of the so-called upper classes who had monopolized education. So we are not surprised to find that Rousseau is an advocate of Manual Education. Those of us who criticize the educational system of our time because it takes care of the mind and not enough of the hand, those who want more manual education in our schools, may feel proud of having Rousseau, the father of modern education, in their company.

Rousseau coined wonderful epigrammatic slogans that show his good sense of proportion, his desire to educate the whole personality; slogans that can serve us as mottoes in the present endeavor to bring our educational programme nearer to life. Rousseau wants his pupil Emile to "work like a peasant and think like a philosopher." He realizes: "The great secret of education is to use exercise of mind and body as relaxation one to the other." And one cannot help thinking of our new enterprise method if one reads: "Teach by doing whatever you can, and only fall back on words when doing is out of the question." (*) Though Rousseau who is the teacher in his own novel went to extremes in teaching by doing, the spirit of his maxim is just what we need in our intellectual age. And if education in Toronto or Montreal or Winnipeg is too intellectual, how much more is this the case in rural Alberta, with far too many young people in the overcrowded university.

Rousseau's Emile has wealthy parents who can afford to hire Rousseau as tutor, one teacher for one pupil. Emile should be brought up as a gentleman of the French aristocracy, his hands should not be spoiled by low, dirty work, so his mother thinks. But Rousseau almost glorifies manual labor. "Of all pursuits by which a man may earn his living the nearest to a state of nature is manual labor." So Emile must learn a trade. With amusing vividness Rousseau pictures the remonstrations of the aristocratic mother: "A trade for my son! My son a working man! What are you thinking of, Sir?" But Rousseau is unperturbed. "Madam, my thoughts are wider than yours; you want to make him fit for nothing but a lord, a marquis, or a prince: and some day he may be less than nothing. I want to give him a

rank which he cannot lose, a rank which will always do him honor." Here is a song of the dignity of manual arts. I once heard a gentleman complain that it is so difficult to convince those who have to make the final decisions on our curriculum, that blacksmithing and cooking, woodwork and dressmaking have the same dignity as other school subjects like mathematics and history. If our educational leaders have their doubts in this matter, as one of their group found to his regret, one might read them a page from Rousseau's "Emile" as one of the best authorities to quote from, and then exclaim in Rousseau's manner: "Gentlemen, you want to make our students fit for nothing but clerks, teachers, lawyers, doctors: and some day they may have to work on a farm or in an oil-well or in a coal mine. We want to give them a training that does not estrange them from the world of handwork which will, undoubtedly, be the lot of most young Albertans." Most modern educators profess profound respect for handwork and are sure that the prejudices of a corrupt French aristocracy before the French Revolution have entirely disappeared; but the high school curricula of the twentieth century do not appear to support that contention.

You may think I just picked a few convenient passages from the great educational classic; but as we read through the third book of "Emile" we find that Rousseau followed up the idea of a school shop in all seriousness. We do not hear any more of the objections of Emile's mother. The curious reader wonders how Rousseau managed to keep his position as tutor. However, he picks out a good trade for Emile. "All things considered," he writes, "the trade I should choose for my pupil, among the trades he likes, is that of a carpenter. It is clean and useful; it may be carried on at home; it gives enough exercise; it calls for skill and industry, and while fashioning articles for everyday use, there is scope for elegance and taste. If your pupil's talents happened to take a scientific turn, I should not blame you if you give him a trade in accordance with his tastes, for instance, he might learn to make mathematical instruments, glasses, telescopes, etc." Rousseau knew all the values of manual arts that we rediscovered not so many years ago: cleanliness, physical exercise, development of skill, industry and taste, and he does not forget the great value of correlation with the various branches of science.

Perhaps Rousseau can even tell us how much time we should devote to our work in the school shop, the reader will ask ironically. He indeed can. He takes Emile to a good master carpenter every week. Listen: "Once or twice a week I think we should spend the whole day at our master's; we should get up when he does, we should be at our work before him, work under his orders, and after having had the honor of supping at his table we may if we please return to sleep on our own beds. This is the way to learn several trades at once, to learn to do manual work without neglecting our apprenticeship to life." (**) In spite of our entirely different conditions of mass-education and mass-production, we may learn from this great and simple passage. The few communities in Alberta willing to pay for manual education allow the average student half a day in the school shop; and think they are terribly progressive. Rousseau allows his pupil two or four times as much shop work. And that was a hundred and fifty years ago!

(*) See translation by Barbara Foxley; publ. by J. M. Dent & Sons Co., Toronto. Everyman's Library, Book III, pp. 144 and 165.

(**) lb. pp. 163-164.

Educational Research Department

PLAYTHINGS

Dr. H. E. Smith, Ph.D., University of Alberta

Tommy's parents were looking forward to Christmas morning almost as eagerly as Tommy himself. A great day was expected, and it couldn't come too soon. The huge sum of fifteen dollars had been set aside for nothing else but playthings, and every cent of it had been spent. When Tommy crawled out of his bed he was to find his stocking by the fireplace filled with little odds and ends of presents. But after breakfast the real show was to begin. Then the front room with the Christmas tree in it was to be opened and Tommy was to find an outfit of playthings that would provide him with constant entertainment for a whole year.

Everything went as expected. Four-year-old Tommy went into a hundred ecstasies as each new creation came in view. There was a little train which ran round and round on real tracks, and very seldom jumped off. There was a red automobile with an honest-to-goodness chauffeur holding firmly to the driving wheel. There was a little gun which shot pop-balls with alarming velocity and with very little certainty of direction. There were monkeys which climbed ropes, sailors who stood giddily on the decks of a gray battleship, and, by no means least, a little model radio set.

Everything was wonderful, and Tommy and his Dad had a splendid forenoon. But by the middle of the afternoon things were changed. The train and the auto and the monkeys had to be wound up every few minutes, and that soon got tiresome. Tommy got figgety and reckless, and tried to pile all the other toys on top of the train with himself on top of the lot. That wouldn't do, so the toys had to be put away and Tommy sent to bed for a rest. The day was in a fair way to be ruined.

Salvation came from an unexpected quarter. Out in the kitchen, scarcely noticed by anyone, was a great plain box sent by grand-daddy. It was found to be full of wooden blocks of different sizes, shapes, and colors. At first, Tommy looked at the gift with suspicion, but before supper was ready he had found about a dozen different things that could be made with blocks—fences, bridges, towers, tables, and what not. And in the succeeding weeks and months Tommy built and rebuilt, always something new, something more elaborate. Within a week the mechanical toys were broken or discarded, but the blocks never seemed to lose their interest.

Toys Should be Simple

For a little child the simplest play materials are the best. They afford opportunity for him to use his imagination and develop his creative abilities. A hobby-horse can't be much else but a hobby-horse, but a broomstick can be a horse, a carriage, an engine, or any one of a dozen other things according to the momentary fancy of the driver. So it is with all play things. The more complex they are the more fixed they must be and the less they leave to the imagination. A fundamental instinct in child life is that of making things, of putting objects together to create something desired. It is a pity to rob him of these opportunities by providing nothing but mechanical toys.

CONSUMING INTERESTS

Dr. H. E. Smith, Ph.D., University of Alberta

Once in a while one is fortunate in coming across a child who has a consuming interest in something. Usually children's interests are transitory and sporadic. But here is a boy who persists in building and flying miniature aeroplanes, and there is another who has for years been raising rabbits and guinea pigs. Or here is a girl who draws and paints everything in sight, and another who is forever writing stories.

A genuine interest is an asset of the first order. It centres and focuses attention, generates new enthusiasms, and directs all sorts of activities.

A Budding Engineer

Alex Kuchko had a passion for engines. He knew them all: gas engines, coal engines, oil burning engines—all were objects of interest and admiration. But his chief hobby was studying the compressed air engine. He knew that such an engine could be built which would be far more efficient and economical than any yet devised, and he was the one who could do it.

He spent every available minute on his plans and drawings. Everything else was a waste of time. At home he was given little opportunity and less consideration by his parents. At school things were not much better. There were reading and writing, geography and history, and even arithmetic to be got through some way. Of course Alex was always on the border line of failure, usually on the wrong side of the line altogether. His disposition and behaviour were none of the best.

At last, fortunately, he found himself in a Grade VIII room with a teacher who recognized him as a human being with a purpose. This teacher examined his drawings and listened to his plans. He became his confidant and adviser. He pointed out to the lad that one must master arithmetic in order to understand and to be understood. In short, the school subjects became tools or instruments for acquiring further knowledge. The boy no longer had to be driven to school and made to learn his lessons. He couldn't be kept away.

Interests Come First

Interests are the most valuable things children bring to school. Some teachers imagine that intelligence is the first consideration, others think that manners or cleanliness come first. Many others consider docility as the highest qualification, the willingness to "fit in," to do precisely as told without question or even preference. These qualities are essential in military life where uniformity and routine are fundamental. But in school life where personality is in the making they should be of secondary importance.

Many children have no particular interests, none at least that can be readily discovered. Such children are found in the upper grades of the elementary school, in the high school, and in large numbers in the universities. One suspects that frequently the youthful interests have been killed by the schools.

When a genuine interest is found it should be regarded as a gift—a vital power which may turn the dullest subjects into fairy tales, and transform a mere existence into a dynamic personality.

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THE EASTER CONVENTION

MACDONALD HOTEL, EDMONTON

MARCH 29 - APRIL 1, 1937

See Front Cover (inside) for Complete Programme

Official Bulletin



Department of Education

IMPORTANT NOTICE TO TEACHERS

This Bulletin is published monthly by authority of the Minister of Education. Alberta teachers are therefore advised that every announcement appearing in this Bulletin is official, and is to be regarded as having the same effect as a personal communication addressed to each and every teacher concerned. Teachers should keep a complete file of the bulletins for reference.

G. F. McNally,

Deputy Minister of Education.

No Promotion Tests for Grades IV, V, and VI

The Department will not supply promotion tests for Grades IV, V, and VI (Division II) this year. Until more is known respecting the difficulties encountered in the elementary school programme by teachers and pupils, the type of test required cannot be determined. In the meantime the Department has the matter of standardized tests under advisement.

NOTICE TO GRADE IX TEACHERS

The Grade IX Examinations With Respect to English

The June examination in Grade IX English will consist of two parts: one relating to Literature and Supplementary Reading, and the other relating to Language (Written English and Spelling). The final values assigned to the candidate's answer papers will depend not only on their content but also on the quality of the candidate's written expression in respect to spelling, clearness, correctness, and good form.

The same treatment will be given to the candidate's answer papers in Social Studies, Mathematics, and Science. On every paper, spelling, clearness, correctness, and good form will be taken into account when the final value is assigned.

Irrigation and Soil Drifting

Mr. Ernest Rhoades, of the Publicity and Extension Branch of the Department of Agriculture, Ottawa, has advised the Department of Education that his Department will supply copies of the bulletins "The Use of Irrigation Water on Farm Crops" and "Soil Drifting Control in the Prairie Provinces" for use in Alberta schools. The Department cannot supply copies for all of the pupils, but will send copies to the teacher on request.

THE IMPORTATION OF SEEDS BY SCHOOL CHILDREN

During recent years a practice has grown up among school children of exchanging flower, vegetable and other seeds with school children in other countries. Although this practice has many commendable features, it may, on the other hand, have serious consequences. Many of our most serious insect pests have been introduced into Canada on importations of various kinds; and the Dominion Department of Agriculture is endeavouring to prevent the further invasion of these noxious foes by examining shipments of plants and plant products imported from other lands. Such importations are usually examined at the different inspection ports which have been established at points extending from Halifax to Victoria; but it sometimes happens that small shipments brought in by mail or parcel post, slip through without being brought to the attention of the Department's inspectors. Last year a small package of bean seed was sent to a child in British Columbia from the southern United States, and when it was opened it was found to be full of living beetles. The species concerned is very injurious and is not generally distributed in Canada. The co-operation of all school teachers is earnestly solicited in this preventive work. They can be of great assistance by forwarding promptly to the undersigned any package of seeds brought to them by a school child, and in which there are any signs either of living insects or even of insect damage. The package should be placed in a small, tight, preferably tin box to prevent the escape of the insects. Packages twelve ounces in weight or less may be sent free of postage.

Leonard S. McLaine, Secretary,
Destructive Insect and Pest Act Advisory Board,
Department of Agriculture, Ottawa.

THE EASTER CONVENTION MACDONALD HOTEL, EDMONTON MARCH 29 - APRIL 1, 1937

SEE PAGE 6 FOR COMPLETE PROGRAMME

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Association Announcements



University Summer School Summary of Replies to Questionnaire

Notes:

Replies were received from approximately one hundred teachers, but all teachers did not answer all questions. Sometimes they answered only one or two. The frequency of replies to individual questions does not correspond to the total number of questionnaires received.

On the whole the teachers endorsed the major policies inherent in the work as now carried on. It should be noted, when interpreting data submitted, that:

1. This questionnaire was not sent to students who have been pursuing Summer School courses, but it was published in the magazine. A large number of replies are from teachers who are not now enrolled.
2. There is no general opinion against the present method of having the Summer Session's work followed by extramural readings during the winter, with final examinations in the spring.
3. There are three major requests from the teachers:
 - (a) The range and number of courses should be increased.
 - (b) Library facilities are too limited and something should be done to give students access to books both during the summer and throughout the year.
 - (c) Nearly all the replies ask that some type of follow-up assistance be given after the conclusion of the Summer Session.

Summary:

1. For what courses would you enroll if they were offered in the 1937 or 1938 Summer Sessions?
 Ans.—Anatomy (1), Architecture (4), Astronomy (1), Bio-chem. (1), Biology (1), Botany (1), Chem. 1 and 2 (3), Chemistry 40 (14), Senior Chem. courses (12), Commerce (1), Education (15), Classics in English (8), Junior English courses (14), Senior English courses (12), Engineering (2), Junior French (4), Senior French (5), Geology (2), Junior German (1), Greek (2), Junior History (6), Senior History (12), Latin (1), Junior Maths. (15), Senior Maths. (28), Moderns (5), Junior Philosophy (5), Senior Philosophy (9), Political Economy (10), Junior Physics (6), Senior Physics (17), Psychology (13), Zoology (3).
2. Do you consider the number and variety of the courses offered to be satisfactory?—60% of the replies were in the negative.
3. Which do you prefer, Summer Session followed by extramural work or extramural work preceding the Summer Session?—Over 50% favored the winter's extramural reading following the Summer Session.

4. Are you in favor of half-unit courses rather than the unit courses now offered?—Approximately 65% of the teachers answered in the negative.
5. When asked (not for opinion for or against the present system), "Are you in favor of examinations at the end of the Summer Session or at some other date?", about 55% voted for the examinations at the end of the Summer Session. (This appears to contradict the findings on question No. 3, but No. 5 is a straight question of preference, whereas in No. 3 the question concerns endorsement of present procedures.)
6. When asked regarding library facilities and for suggestions re improvement, the replies were:
 - (a) Facilities too limited. (50%)
 - (b) Students should have use of stacks. (5%)
 - (c) Books should be circulated to students during the winter session. (20%)
 - (d) Library books should be allowed out during the year for more than two weeks.
 - (e) Books should be made available in Calgary.
 - (f) Department and University libraries should be separated.
7.
 - (a) There should be more definite follow-up assistance. (28%)
 - (b) Assignments should be sent out and marked. (17%)
 - (c) A correspondence system favored. (12%)
 - (d) Student helps should be sent out periodically. (14%)
 - (e) Mimeographed outlines on content should be given. (5%)
 - (f) Tests should be mailed out during the winter. (6%)
 - (g) Reports should be checked and returned.
 - (h) Students should be given more definite idea of the type of test to be used.
 - (i) Assignments should be made definite.
 - (j) Long written essays should not be called for during the winter months.
 - (k) There should be shorter assignments with closer check-ups.
 - (l) Complete outline of course should be provided.
8. Other suggestions:
 - (a) More discussion and less note taking in class.
 - (b) More junior courses.
 - (c) Better use of students' union fees.
 - (d) Increase length of Summer Session.
 - (e) More junior courses allowed to count towards a B.A.
 - (f) Calendar outline of course should indicate text used.
 - (g) Examinations should be held in local centres.
 - (h) Fees might be lowered.
 - (i) Register one year in advance and get readings.

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QUESTION BOX

The Convention Committee has decided that a "Question Box" shall be an item on the Easter Convention programme. The method of procedure is to be as follows:

1. Questions may be submitted any time now up to and until March 23rd next, to the A.T.A. Office.
2. Selected questions will be answered during the Convention sessions, and all others not so answered, will receive attention by mail.
3. Specialists will be appointed to answer all questions.

In submitting questions, teachers should, if possible, state whether or not they intend to attend the Easter Convention, Macdonald Hotel, Edmonton, Monday to Thursday, March 29 to April 1 next.

FOR SALE—One Creative Picture Printer, only slightly used. Of special interest to primary teachers. For particulars, communicate with Eugene T. Cook, Foremost.

University Broadcasts of Interest to Teachers

The Teachers' Forum—Mondays at 8:00 p.m., CKUA and CFCN.

In answering the questionnaire on radio programmes sent out last January by the Extension Department, many teachers expressed the wish that any series of educational talks being broadcast should be given in the evening hours so that teachers would have the opportunity to listen. The Teachers' Forum, to be given on Monday evenings, is in direct response to this request. The organizations arranging it are: The Provincial Department of Education; The University School of Education; The Alberta Teachers' Association; The Provincial Normal School, Edmonton.

During these Forum periods there will be discussion on many matters affecting teachers and those interested in educational problems. Such question as Enterprise Education, Social Studies for Grade IX, Social Implications of Education, Standardized Tests and Vocational Guidance will be discussed. In a number of cases actual demonstrations will be given for illustration purposes, and everything possible will be done to make these broadcasts of vital interest to teachers.

Make a habit of tuning in every Monday evening at 8 o'clock.

QUESTIONNAIRE

Teachers:

Would you like your school to have the opportunity of listening to educator-sponsored broadcasts?

If so, would your district equip the school with a radio set at a cost not exceeding \$75.

What subjects from the list given below would you like to have stressed? Check in order of their importance:

Music Appreciation	Geography and Travel
Teaching of Singing	Health Education
Social Studies, Gr. 9	Elementary Science
History Dramalogues	General Science, Gr. 9

Re Free Literature

"A Visit to Scotland" (Listed in November Issue)—We wish to correct the address to which to apply for this booklet. Queries should be addressed to The Anchor Line, 330 Bay Street, Toronto, or to the New York Office, 89 Broad Street, New York City, N.Y., U.S.A.

"Wire Products" (Listed in October Issue)—We regret to announce that no further booklets are available from the Steel Company of Canada, Hamilton.

Of Importance to Locals

Nominations.—Attention is called to the fact that Nominations for the election of the Provincial Executive must be in our hands on or before February 26th, 1937. To date the following nominations have been received:

President: Dr. M. E. Lazerte, Edmonton.

District Representative, City of Edmonton: H. C. Clark, Edmonton.

Ballots will be mailed to all registered members three weeks before Good Friday, to be returned by mail, on or before March 31, 1937.

Resolutions for consideration by the Annual General Meeting should also be in our hands on or before February 26 next. These will then be printed and distributed to Locals for consideration and instruction of delegates.

Locals must submit a copy of their Constitution, under Bylaw No. 8 of the General Bylaws of the Association, and be granted a Charter or Certificate in order to validate any nominations or resolutions, or accredit their delegates to the Annual General Meeting.

A School for Mankind

We thought our readers might be interested to know that the item under the above heading which appeared in the January, 1937, issue of this Magazine, was contributed by Miss Marjorie A. Nightingale, a member of the teaching staff of the Institut Monnier, Versoix, Geneve, Switzerland.

WORLD FEDERATION OF EDUCATION ASSOCIATIONS

TOKYO, JAPAN, AUGUST 2 - 7, 1937



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Canadian Students to Visit London in Connection With the Coronation

Announcement was recently made of plans for the participation of youth of the Empire in special services in connection with the coronation of Their Majesties King George and Queen Elizabeth. According to the preliminary statement, Canadian students will leave Montreal on April 30th, girls on the "Duchess of Athol," and boys on the "Montcalm." Two hundred places have been reserved. Forty each have been allotted to Ontario and Quebec, and fourteen to each of Nova Scotia and New Brunswick, and to each of the four western provinces.

To be eligible to join the party students must be between the ages of 14 and 19. The Examinations Board in this province has under consideration the conditions under which students who may be selected for the trip may secure standing on their year's work in school. Since it will be impossible for them to be back in time for the regular examinations, only those of high academic achievement in their work up to the middle of April will be given consideration.

It is expected that the programme in England will include the following: (a) provision for them to witness the Coronation Procession; (b) attendance at an Empire service of Youth to be held in Westminster Abbey (in its Coronation setting) on Wednesday, May 19th; (c) participation in a Rally of Empire Youth at the Albert Hall on Friday of the same week; (d) a fortnight in London as guests of the Overseas League; (e) two or three weeks as guests in English residential schools; (f) a gathering of all Overseas students at Eastbourne on the Sussex coast for a Holiday School of English. This is, of course, a most attractive programme, and one in which very many young Canadians would like to participate.

Because of our being a long distance from the point of embarkation the cost to Albertans will be heavy. It is estimated that \$200.00 will cover all expenses from Montreal and return. In addition there will be the expense of the journey to Montreal and return. Parents who can afford to have their children join such a party should get in touch with their local school authorities with the idea of having those in whom they are interested nominated for membership in the party. An effort is being made, too, to have the party include representatives of national groups resident in Canada whose forebears were not Anglo-Saxon. In such cases it is hoped that local organizations of such national groups will participate both in the selection of the students and in the payment of a part of or all of the expense.

The British Broadcast Corporation is carrying the Empire service which has been set for 4 p.m. It will be trans-

mitted to the Canadian Broadcast Corporation and arrangements made for reception in as many Canadian schools as possible. Recently the London *Times* carried a long editorial commending the idea of the visit and ending with these words:

"At the proposed service for youth on May 19th everything no doubt will be done, first to give the congregation the feeling of having been brought very close to the Coronation itself, but also to bear in upon it the inspiring truth that this is indeed the shrine of the Imperial Monarchy, the church in which not only King George VI and Queen Elizabeth were crowned, but also their predecessors for nine hundred years. The vision of eight or nine thousand youths from all parts of the Empire and members of nearly all the Christian Churches assembled in Westminster Abbey is imposing indeed, especially when their worship can be air-borne all over the world; but if the vision is realized to the full, if Westminster Cathedral and other great churches in the King's Dominions increase the numbers beyond reckoning and ensure that no form of Christian faith is left outside, then the power generated should do much more than give a start to the temporary fraternization of youths from different countries and of different sorts of schools and ways of life. A Youth Movement so founded should make a new and not easily suppressed or diverted force for the world's well-being. It would be no machine of conscripted children and no political nursery. It would be a free association of Imperial youth in the service of peace and freedom."

INSURANCE REPORT

At the last meeting of the Executive Council a committee was appointed for the purpose of investigating and reporting back to the Executive re the following matters:

(1) Automobile and Fire Insurance for members.

The committee is working hard on this task which owing to its involved nature makes it impossible to make any final recommendation to the membership at this time. It is hoped that a further and more definite progress report may be inserted in the March issue.

(2) Sick Benefit Fund of the Ontario Secondary School Teachers' Federation.

The Ontario scheme does not provide for any sick benefit allowance until six days after the 20 days' salary during absence from school on account of sickness has lapsed—the 20 days' allowance provided by the Ontario School Act, which is similar in this regard to the Alberta School Act.

This all important feature of the Ontario Sick Benefit Fund does not appear to be sufficiently attractive to the committee for them to recommend that the Alberta Teachers' Association adopt a similar scheme. However, the committee is scanning offers of sick benefit schemes submitted by representatives of certain insurance companies and will report later.

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I am interested in the following kinds of coverage:

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Local Meetings

BARRHEAD—Once a month, except September and June.
BERWYN—At Berwyn, first Saturday of each month, February 6 and March 6.
BOW VALLEY—Third Tuesday of each month at 7:30 p.m. February meeting at Hervey School, near Strathmore, Tuesday, February 16, at 7:30 p.m. Current Evens, Mr. Amirault; Book Review, "High Education in America," Mr. Crowther; Preparation for Education Week.
BRUCE—First Saturday of each month at 2:30, Bruce School. February meeting, Discussion for Track Meet.
BOYLE—At Boyle, first Saturday of each month at 2:00 p.m. sharp.
CALGARY SEPARATE—First Tuesday of each month.
CEREAL - CHINOOK—First Saturday in March, May, and June, at 2:30 p.m.
CHIPMAN—At Chipman, second Friday each month. February meeting February 13, at 8 p.m. Discussion of New Course.
CLIVE—At Clive School, February 20, at 2:00 p.m. Address on Junior Business by Mr. Hunt of Tees.
CADOGAN—First Saturday of each month at 2:00 p.m.
COALDALE—First Friday of each month at 3:00 p.m.
CRAIGMYLE—At Craigmyle, Saturday, February 13, at 2:30 p.m.
COLD LAKE—Second Saturday of each school month, except April and December.
CREMONA—Dog Pound School, first Friday of each month at 4:00 p.m.
EDMONTON SEPARATE SCHOOL—Second Monday of each month at 4:00 p.m.
EVANSBURG - WILDWOOD—Home of Miss G. E. Macphée, Evansburg, Saturday, February 6, at 2:30 p.m.
EDSON—Edson School, at 2:00 p.m., every second Saturday.
FAIRVIEW—First Saturday in each month at 2:00 p.m. Special meeting first Friday in March.
FORT SASKATCHEWAN—Home of Mr. and Mrs. S. Hamby, Fort Saskatchewan, February 17, at 8 p.m.
FOREMOST—First Saturday each month at 2:30 p.m.
GRANDE PRAIRIE—Montrose Public School, 2:30 p.m., first Saturday each month.
HAIRY HILL—Third Friday of each month.

HARDISTY - PROVOST—District Rally at Provost, Saturday, February 27.
HAY LAKES—Third Saturday of each month at 2:00 p.m.
HILDA—First Saturday in each school month.
HIGHWOOD—First Friday each month.
INNISFAIL—High School, Saturday, Feb. 13, at 2:00 p.m.
KILLAM - STROME—Every third Saturday at 8:00 p.m. Alternate between Strome and Killam.
MANNVILLE - MINBURN—First Saturday of each month.
MANYBERRIES—At Manyberries, last Friday each month at 7:30 p.m.
MYRNAM - BEAUVALLON—First Saturday of each month.
PADDLE VALLEY—First Saturday of each month at Green Court, at 2:30 p.m.
PEACE RIVER—First Saturday of each month.
PONOKA DISTRICT—First Wednesday of each month.
RAYMOND—March meeting at 8 p.m. Home of Mr. Hicken.
RED DEER—Last Monday of each month. February meeting on Monday, February 22, 8:00 p.m., at Public School.
ROCKY MOUNTAIN—At Canmore, first Tuesday in March and May.
REDWATER - OPAL—Home of Miss S. Sawka, Cookville, Saturday, February 13, at 2:30 p.m.
SEXSMITH—First Saturday in each month at 2:00 p.m.
SMOKY LAKE—First Saturday of each month at 2:00 p.m.
SPIRIT RIVER - RYCROFT—Third Saturday of each month at 3:30 p.m. Alternate between Rycroft and Spirit River. February meeting at the Teacherage, February 20, at 3:30 p.m. The Merits and Defects of Physical Training Programme in Rural Schools.
STREAMSTOWN—First Saturday of each month.
TABER - BARNWELL—Third Saturday of each month at
TAWATINAW—First Saturday of each month, in the evening.
TWO HILLS—First Friday of each month.
TROCHU VALLEY DISTRICT—Third Saturday of each month.
WESTLOCK (Sub Local)—Westlock School, Saturday, February 20, at 2:30 p.m.
VERMILION—At High School, second Saturday of each month. Next meeting Saturday, February 13, at 2:30 p.m.
TABER - BARNWELL—Regular monthly meeting in Taber, Saturday, February 20. Rev. Hill of Taber will speak.

HAVE YOU REGISTERED?

All teachers teaching in schools operating under The School Act are required to register with the Association under the provisions of The Teaching Profession Act, 1935, and amendments. If you have not already done so, fill in and return the following form. We cannot guarantee to supply back copies of the Magazine if our members do not keep us informed when they change schools.

SCHOOL DISTRICT Number

Date service commenced with above Board Annual Salary \$

Secretary of S.D., Name Address

Permanent Certificate Were you teaching on April 1, 1936 (Yes or No)

If so, give S.D. No.

Dated this day of, 193..... (Signature)

Home address School Address

Local News

BENTLEY - RIMBEY

The Bentley - Rimbey A.T.A. Local will hold a meeting in the Bentley High School on Saturday, February 20, at 2:30 p.m.

Inspector Mr. Thurber will be present, if possible, and all teachers in the Bentley, Rimbey vicinity are cordially invited to attend.

BOW VALLEY

On Tuesday, January 19, 1937, a few members of the Bow Valley Local met in Blind Creek School, Carseland, for the regular monthly meeting.

Despite the fact that the weather kept many away, the meeting was very successful. Most of the evening was given to preparation for Canadian Education Week. It was decided that teachers in our district were to be urged to hold some sort of programme in their schools in the early part of the week, and that we hold two meetings during the week: one in Strathmore on February 23, the other in Carseland on February 25. The programme of these meetings is to be based on current educational topics. All parents and others interested are invited to attend.

Upon conclusion of business we adjourned to the home of the Blind Creek teachers and were served lunch by Misses Short and Six.

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BOYLE

The first meeting of the New Year of the Boyle A.T.A. Local was held Saturday, January 9, 1937, in the usual meeting place, the senior room of the Warren School.

After a great deal of shivering and stoking by a couple of amateur firemen among the teachers present, the meeting was brought to order.

The first part of the meeting was devoted to discussion of general problems; current events, educational and otherwise; and affairs of the community. This proved to be very interesting as well as enlightening.

In the second part, Mr. Woods led a discussion of "Teaching and Handling of Social Studies by Enterprise Method" in Division II. Among the most important problems dealt with were: first, the feasibility of a three-year cycle, taking the grades in succession as outlined in the Course of Study over a three-year period, instead of the complex cycle as suggested. Second, the discipline of the other classes while one division is working at their enterprise. The teachers all agreed upon the former, but in the latter there was no decision reached. The general attitude seemed to be that it is difficult to expect children to do their best work while hammering and sawing is going on in the same room.

All business having been duly disposed of, the meeting adjourned.

Social entertainment and luncheon were provided by Mrs. Levy and Mrs. Potts at the home of Mr. and Mrs. J. R. Levy.

BRUCE

On January 9, the monthly meeting of Bruce Local was held in the town school, and was very well attended. Plans were completed for a joint concert to be held in the Bruce Hall. Owing to a lack of time the question box discussions had to be omitted from the programme. A tasty lunch completed our usual pleasant gathering.

CALGARY

The annual banquet of the Calgary Local was held January 15, in Eaton's Alhambra Room.

Following the enjoyable repast, guest artists Mr. N. Kennedy and Miss Crozier rendered a delightful programme.

In the absence of Past President Miss Barclay, Mr. Brock introduced the new President, Mr. J. M. Ireton, who then took the chair.

The following members of the school board, Mrs. Z. W. Dean, Mrs. Tarves, Mrs. Anderson, Mr. Cromarty and Mr. Shaw, were then introduced. Each member spoke briefly but optimistically on his own particular line of endeavor in connection with school administration. Their pleasure at being present was expressed, and hearty co-operation throughout the year was assured the teachers.

Mr. Buchanan, Superintendent of Schools, gave a brief message to those present.

Mr. Dickson, on behalf of the Local, gave a hearty vote of thanks to the outgoing Executive and Committees.

A special message of welcome was delivered by the President to Miss Churchill and Miss Branch, exchange teachers from London, England.

Dr. Coffin, guest speaker for the evening, then entertained the assembly in his well-known charming manner with an enlightening discourse which stressed the "Dangers of Specialization."

Miss Todd thanked Dr. Coffin for his inspiring talk, following which "God Save the King" brought to a close a delightful episode in the week's routine.

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CRAIGMYLE

The teachers of the A.T.A. Local held their regular meeting in the Domestic Science Room of the Craigmyle School on Saturday, January 9, at 2:30 p.m.

The A.T.A. Constitution was discussed and adopted by the meeting.

At the close of the business meeting the members enjoyed a vivid description of interesting places seen by Miss B. Bell, on her trip through the western United States this last summer.

A delightful lunch was served by Miss B. Sitlington and Miss F. Sauter.

The next meeting will be held on Saturday, February 13. All teachers of the surrounding districts are invited to attend.

EVANSBURG - WILDWOOD

The regular meeting of the Evansburg - Wildwood Local was held at Wildwood, January 9, at the home of Miss V. Seiffert, with fourteen present.

Miss Maynard and Miss Dennis led discussions on the Enterprise with no library facilities, and the discussion of class records and charts.

It was decided to hold the February meeting at the home of Miss Macphee, Evansburg.

An enjoyable social hour was spent, during which refreshments were served by Miss Seiffert and her sisters.

FAIRVIEW

A meeting of the Fairview Local was held in the Fairview School on Saturday, January 16, 1937. The business meeting included the approval of the Constitution as drawn up at the December, 1936, meeting. Following the regular business a profitable discussion of the topic "Social Studies" took place.

A delightful lunch was served by the Executive, after which the social committee conducted the playing of Monopoly.

Announcement:

The members of the Fairview Local have planned a social evening for the first Friday of March. All members please attend the February meeting to help arrange for the same.

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FORT SASKATCHEWAN

On January 20 the teachers of the Fort Saskatchewan Local of the A.T.A. met at the home of Mrs. Becker, Fort Saskatchewan. Ten teachers were present.

There was considerable business discussion. Resolutions were passed by the Local that requests be sent to the A.T.A., asking them to take steps to have:

1. The Department furnish school boards with lists of all necessary books, equipment, and reference books.
2. The Department of Education advise the teachers at least by June 1st of the changes in the Course of Studies, and also that the Department make the necessary provision for texts required by the new course.

Next, the value of purchasing a moving picture machine was discussed. It was decided to appoint a committee to investigate their usefulness and bring in a report next meeting.

Mr. McDonnell led a discussion on the New Course up to Grade VI, dealing especially with Enterprise.

Here is one question which was raised, "How can a teacher carry on Choral Music with one pupil, who is a monotone?" No answer was found.

At the close of the meeting a delightful lunch was served by Mrs. Becker.

GRANDE PRAIRIE

In November a meeting was called in Montrose School to elect officers for the Grande Prairie Local Teachers' Association, which had been organized the previous May. The following officers were elected: President, Mr. C. Cavett, Clairmont; Vice-President, Mr. H. C. Melsness, Grande Prairie; Secretary-Treasurer, Miss Ruth Robertson, Grande Prairie; Press Representative, Miss Jean M. Huston, Grande Prairie.

Since then two regular meetings have been held. At the December meeting the Constitution was presented and accepted. The Rev. Father McGuire addressed the meeting.

The January meeting was held in Grande Prairie on Saturday, January 9. Mr. H. C. Melsness led a discussion of "Reports and Reporting the Enterprise."

GRIMSHAW

At a meeting of the Grimshaw Local on January 30, 1937, Mr. Geo. Cooper was elected Secretary-Treasurer to fill the vacancy caused by the leaving of R. Hemphill.

Owing to the severe weather conditions, the next meeting will be held on February 27, and all members are requested to attend. Meetings to be held every two weeks following this date.

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HARDISTY

The first term is ended, and memories of the many pleasant associations afforded by our local organization linger with us.

Reminiscences of the past term prove it to be a most successful one. This is in a large measure due to our executive, augmented by the wholehearted support of the fellow members.

The major undertaking of the group for last term was the production and presentation of a three-act play. Not only did it increase somewhat our coffers, but it provided also a host of valuable instruction and experience in this type of work.

Considering the benefits to school children which a lantern would provide, the next undertaking was the possibility of securing such, for the use of the group. Negotiations and plans are still being considered.

With the New Year ahead then, brimming with bright prospects for the future, the Hardisty A.T.A. launched its programme for the coming term on January 9.

The arrangements for the next meeting are in the hands of the social committee. A profitable and joyous afternoon is assured for this meeting of February 6.

INNISFAIL

The first meeting of 1937 was held in the High School, Saturday, the 16th. The severe weather prevented many of our members from attending, but those who were able to get there enjoyed an instructive and pleasant afternoon.

The main feature of the programme was a display of Enterprise work from Division II in the Innisfail Public School, and from the high standard of the work shown it was clear that the teachers are making a real success of the new course.

At our last meeting a list of teachers in the Local who were receiving less than the minimum salary was forwarded to the A.T.A. office, with the request that conditions surrounding the granting of permission for this be investigated. It was felt we were making real progress in bettering the position of our members when one of those present reported a salary increase, made retroactive to include underpayment

for the fall term. We hope others will report similar success at the next meeting.

A number of resolutions for the Easter Convention were given their first reading and put in the hands of a committee to be redrafted and presented at the next meeting, February 20th.

KNEE HILL

The February meeting of the Innisfail Local of the A.T.A. will be held in the Innisfail High School on Saturday, February 20, at 2:30 p.m. Discussion of resolutions will be the main business.

LETHBRIDGE—Sub Local 2

The teachers of Subdivision No. 2 of the Lethbridge larger unit, met at Coalhurst on Friday, November 20, at 3:00 p.m., and decided to organize an A.T.A. Local.

Officers have been elected, fees set, and place of meetings decided upon. Programme for the next meeting was left in the hands of the Executive.

MYRNAM - BEAUVALLON

The members of this Local—Myrnam - Beauvallon—had planned to travel by sleigh to Two Hills on December 6, 1936, to attend the convention of the Andrew-Derwent Teachers' Association. Thanks to the absence of snow, it was necessary to use cars. Consequently, our romantic plan for the regular monthly meeting, en route, had to be abandoned. Sad to relate, no regular monthly meeting of our Local was held in December.

On December 19, a whist drive was held in the evening at the Myrnam Hotel. While, viewed financially the Local just avoided "going into the red," socially the affair was a great success. As usual, a dainty but substantial lunch crowned the festivities.

* * * *

The regular monthly meeting for January was held in the Myrnam Hotel at 2 p.m., and was attended by nine members.

The motion was passed that members be assessed a fee of fifty cents each, to be paid at our next regular meeting. The latter will be held at 2:30 p.m. in the New Myrnam High School, on Saturday, February 6.

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MYRNAM - BEAUVALLON

The regular meeting of the Myrnam - Beauvallon Local of the A.T.A. was held in the Myrnam Hotel at 2:30 p.m., on Saturday, February 6. Only seven members were present; nevertheless a long and busy session was held, and important matters set in train.

An unexpected but welcome visitor was Wm. Halina, Secretary-Treasurer of New Myrnam S.D. Time did not permit him to give a complete resume of the recent Provincial Trustees' Convention, from which he had just returned, but he was pleased to report, and we were glad to hear, that the convention was characterized by an almost total absence, towards the teaching body, of the ill-feeling which has been in evidence at times in the past. A reactionary resolution favoring a lower statutory minimum salary, failed to pass; on the other hand, the question of pensions for teachers was favorably discussed.

Miss Goshko's financial report showed a healthy state of affairs. A recess was taken, and the meeting adjourned to Miss Goshko's apartments, upon which our Secretary-Treasurer became a gracious hostess, and aided by Miss Gerelyuk, regaled us with a delicious luncheon.

Several resolutions were prepared for the Annual Convention; an educational meeting was arranged for February 28, for the purpose of acquainting the local public with the aims and content of the new curriculum.

An informal banquet is planned to be held in the Myrnam Hotel, for the evening of March 6.

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The next regular meeting of the Myrnam-Beauvallon Local of the A.T.A. will be held in the New Myrnam High School at 2:30 p.m. on Saturday, March 6.

PEACE RIVER

An organization meeting of the Peace River Local of the Alberta Teachers' Association was held on January 30, at the home of Mrs. R. Slater, at 2:00 p.m.

The following officers were elected: Honorary President, Mr. G. L. Wilson, B.Sc.; President, Mr. J. Ridley; Secretary-Treasurer, Miss N. French; Press Correspondent, Miss M. Davies.

Meetings will be held the first Saturday in every month with a monthly fee of ten cents. The next meeting will be held March 6, at the home of Mr. A. Norris. A cordial invitation is extended to all teachers in the surrounding districts.

The meeting was followed by a game of Monopoly, after which refreshments were served.

RAYMOND

The Raymond Local of the A.T.A. met at the home of Miss Ruth Evans, public school teacher, on Monday, January 11. A short business meeting preceded the social programme. The movie machine, which it is hoped will be part of regular classroom routine in schools here, was introduced to the teachers. Four reels of film were shown: two on Alaska, one on skiing, and one on Niagara. A lovely lunch concluded the evening.

RED DEER

Resolutions to be forwarded to the General Secretary-Treasurer for consideration at the Annual General Meeting occupied the attention of the members of the Red Deer Local of the A.T.A. when they met on Monday, January 25. Another feature of the evening's programme was a report made by Mr. R. L. Whitney on the teachers' pension scheme in Saskatchewan.

Tea was served by the ladies of the Red Deer staff.

The next meeting will be held in the Public School on Monday, February 22, at 8 p.m.

REDWATER - OPAL

The January meeting of the Redwater-Opal A.T.A. Local was held at the home of the President, Mr. J. Pasemko, on Saturday, January 9.

We all enjoyed a demonstration of our new moving picture machine, and most of the afternoon was spent in practicing the operation of the machine. Much benefit and enjoyment from the new purchase is anticipated by all.

SMOKY LAKE

The teachers of the Smoky Lake A.T.A. Local detoured from their general routine work or meetings, and held a gay Monte Carlo party instead. It proved to be unique, the only one of its kind ever put on by the teachers of this Local.

The name itself, with the assurance that the intelligence will not be overtaxed, drew an unusually large attendance, though not as large as we were expecting. Perhaps the weather man could be blamed for the appearance of the blanks in the Local register.

During the evening many games were in progress. The prizes went to Miss M. Palamarek and Mr. J. W. Starchuk, while the booby prizes were captured by Miss M. Moody and Mr. G. Goryniuk.

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Thanks to the ingenuity of Mr. L. Bercuson, Mr. S. Zaharichuk, and a few of the others who originated the idea of this party to draw the teachers together, as well as to the members of the social committee, this party was a great success.

To crown a lovely evening, a hearty lunch was served by Miss D. Dubetz, the hostess. Mr. H. S. Holowaychuk offered his school residence as a place for the next meeting, which falls on February 6, 1937.

TABER - BARNWELL

On February 4, the Taber - Barnwell Local held a theatre party. The picture, "Mr. Deeds Goes to Town," and the Mickey Mouse comedy, were thoroughly enjoyed by all. After the show the group repaired to the home of Mr. and Mrs. H. Teskey. Billiards, a lively sing-song, and a delightful lunch helped to make the party a real success.

A committee is planning the activities for Education Week. Arrangements are being made to bring in the lantern of the Lethbridge Convention.

TOFIELD

The January meeting was held last Saturday. Again we are indebted to the General Office. Mr. Harman, of Westmount School, gave a talk on the work of the A.T.A. during the past year, as well as an outline of what had occurred at the Annual Meeting of the Canadian Teachers' Federation, and the meeting of the World Teachers' Federation in England. It seems that this information should be given on a more extensive scale, so that all teachers of Alberta can realize the scope of this work.

Another feature of this meeting was the excellent demonstration of the manufacture of bamboo pipes carried out by Mr. Fred Deverall of the Normal Practice School. In addition to giving a short history of the manufacture and use of these pipes, as well as an account of their general acceptance in England and Canada, Mr. Deverall made a pipe as a sample for the teachers to see how it was done. If there are some weird noises coming up to Edmonton from the southeast, do not be alarmed. We will just be using the information we obtained.

Every one of these subjects has been of interest to us, and we feel sure would be to all teachers throughout the province.

Our regular meeting is on the third Saturday of the month. Next month this will be February 20, 1937.

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VERMILION

A meeting of the Vermilion Local of the Teachers' Association was held in the High School on Saturday, the 16th instant. A discussion of Summer School courses, Departmental and University, as suggested in a recent A.T.A. magazine, was carried on. Several resolutions for the Annual Meeting were roughly drafted and left for future discussion.

The next meeting will be held on Saturday, February 13, in the High School, at 2:30 p.m.

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Our Teachers' Helps Department

For this issue the department contains a reply to a request for assistance, a plan for a local co-operative effort to institute a community library, and, finally, a description of an interesting Division I Enterprise developed by Miss Clifford of Wembley.

Just before Christmas settled about our shoulders to the elimination of all else, there arrived a plea for assistance from a rural teacher. This is her first school and she feels that there is not in evidence that ebullient enthusiasm over this business of education that her Normal instructors had led her to believe would be evinced in response to her stimulating presence in the classroom. Without even reading between the lines it was easy to discern that the writer felt as punctured and deflated as a last summer's Fair balloon. Well, who of us has not? We exhaust every resource of our teaching skill and ingenuity to arouse a scorching flame of inspiration, only to fail to elicit even one faint, glimmering, fitful spark. We despair, we grieve, we almost (but not quite) resign, when, suddenly and at a most unexpected moment, apparently of its own volition, comes the despaired-of response. Precept makes little impression on attitudes, example is all powerful; but example works slowly its wonders to perform. So keep your enthusiasm at a sizzling heat,—the pupils will yet bask in its welcome glow and radiate much of its warmth throughout the community.

But to drop rhetoric and get down to bed-rock facts. The enrolment of the school is as follows:

- Grade 1—2 boys of 8 and 9 years of age.
- Grade 3—1 boy of 12 years.
- Grade 4—1 girl of 10 or 11 years.
- Grade 7—3 presumably about 14 years.
- Grade 8—1

Total 8

Obviously the small enrolment is part of the trouble; there are no groups large enough to initiate a really successful co-operative undertaking. Organized games and other group activities are almost out of the question. Nothing much remains but a day-long poring over the same old books. A difficult situation for any teacher. But can anything be done, outside of increasing the enrolment?

One problem mentioned was that the Grade III 12-year old was not much interested in an Enterprise that was of Grade I level. Naturally he was not; he probably resented having to work with the Beginners. As a preliminary, then, associate the Grade III with the lone wolf in Grade IV wherever possible. The boy is said to have average ability and his retardation is ascribed to poor attendance (30 days last year.) He is then socially mature enough to work acceptably with Division II in all Social Studies. Of course if he attends for only a few days of each month an impossible situation develops and it would seem advisable to enlist the co-operation of the parents.

Grade I did not seem any too happy with the Enterprises, "How I Take Care of Myself" and "How I Get Ready for Winter." This was due in part to irregular attendance (one drives four miles with his Grade III brother.) Much of the time evidently the teacher and one pupil developed the Enterprise. Under such circumstances it would seem to be wiser to work out a series of short Enterprises. In Miss Clifford's article she argues for a series of two-to-three week simple Enterprises, rather than the longer and more elaborate for Division I. This same observation is borne out by some primary teachers in the experimental schools; they feel that getting the Beginners adjusted in the fall term is a big enough Enterprise for the initial months and many do not launch any formal Enterprises until the Spring term. The Primary Grade was included

in the Social Experiences of Division I as a concession to expediency in order to reduce the cumbersome grade-load of the former system. Naturally each Grade is happier developing Enterprises suited to its own particular stage of maturity. In the graded schools grade Enterprises will be the order of the day, but this ideal is not attainable for the rural ungraded school and the Division I grouping is the compromise.

It is inspiring to have a mark to shoot at, and it is suggested that some of the Winnetka technique might be profitably introduced for the pupils in III and IV. At Winnetka goal-cards are constructed on which the pupil and the teacher mutually agree on a goal to be attained by a certain date, three weeks or a month hence. Then the pupil's progress, step by step, is checked off as he forges goal-ward. At the close of the period he goes into another huddle with teacher to set up a new goal. When the final goal for the grade has been scored there is an automatic promotion to the next grade in any particular subject; there is no marking time in Arithmetic until the Spelling has been brought up to standard, and there is no waiting for the year-end for promotion to the next grade. The pupil progresses as rapidly as his intelligence and industry justify. (Copies of the Winnetka Goal Cards may be secured from Winnetka Individual Materials, Inc., Horace Mann School, Winnetka, Ill.)

Further suggestions, more applicable to Grades VII and VIII, would be the use of some standard test material, especially "Problem Solving in Arithmetic" (Sansom) published by the W.C.I., Calgary. Pupils become interested in measuring themselves by a standard, they like to know whether they are doing as well as other pupils in their grade. In language work there is no better incentive than the school paper, of which each pupil can take home a copy. It can be written in long hand and mimeographed, with illustrations and decorations. Since the parental clientele seems to be limited in this case, a copy might regularly be posted in some conspicuous community centre. Writing for a paper to be circulated in the community is a very different thing from writing for teacher. Finally, can not the group be interested in some project that is going to be of direct benefit to the community, in something that will require serious consideration and thoughtful planning,—making the school a library centre, preparing plans for beautifying the school grounds next spring, and for improving the appearance of the interior of the school. Adolescents do like to tackle he-man jobs.

These are somewhat random thought and suggestions. Without a more personal and intimate picture of the whole community situation it is difficult to do more.

* * * *

Immediately before the deadline for dropping this article in the mail there arrived a request for assistance from a teacher developing an Enterprise on Eskimo Life with a Grade III group of three pupils. The remaining grades in the school are as follows: I—5, V—1, and VII—1, a total enrolment of 10 pupils. In this study there should be no lack of the native building materials, snow. It would seem perfectly feasible for the group to construct a large igloo in the yard, and it will be surprising if the older and younger children do not want to join in the fun whenever time permits. The interior might be furnished in the conventional Eskimo style and the culmination consist of a party for pupils and teacher with enough "eats" to satisfy even the most voracious aborigines. This would appear to be an Enterprise to which Grade I could make an effective contribution and one providing ample scope for Reading and Number.

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Concurrently with the development of the activities about the igloo, it should be possible to interest Grade V in a broader phase of Eskimo land. There is the story of the opening up of the North by the earlier explorers, the invasion in modern times by the prospector and the aeroplane, the geographical relationships by river and plane with Ft. McMurray and Edmonton. A model aeroplane may be constructed and loaded with typical cargoes; a large scale map showing the flying routes, the old trading posts and the newer mining communities may be developed. The possibilities in the field of language, reading, art, dramatization, science and health are too obvious to need any enumeration.

Some Useful Books on Eskimo Life

"My Eskimo Book" (Riste and Upham) printed in duplicating ink by Morgan, Dillon & Co., 5154 N. Clark St., Chicago, sells for \$1.25 and is highly recommended. "The Eskimo Twins" (Perkins), is \$1.10 at the School Book Branch. "One Day with Tuktu" (Sperry). Books of Knowledge. Set of Pictures of Eskimo Life, National Geographic Society, Washington, D.C.

* * * *

A COMMUNITY LIBRARY

Several years ago there was in a Central Alberta village community a group of young people that each winter prepared a play for public presentation locally and in neighboring towns. The play was usually merely the camouflage for a social get-together, but to give more point and objective to the group's activities it was suggested that it sponsor a community library. The spark fell on tinder and flared into action.

After several prolonged discussions the following programme of procedure was adopted:

1. The Young People's Society assumed all responsibility for equipping a room, for providing an attendant once a week, and for cataloguing the books properly. The proceeds from projected plays would provide the necessary funds.
2. The Village Council would be asked to donate the Council Chamber in which locked cupboards could be placed.
4. Local fraternal organizations would be asked to make donations of money which would be expended for new books.

4. The community would be circularized for books, which had been read and re-read. These would be collected by the school children and taken to some central point for classifying and cataloguing.

What happened? The Village Council donated the Council Chamber; the fraternal societies "came across" handsomely; the local householders (and later many from the rural community) gladly contributed their accumulation of books no longer being read. On the opening day the library had five or six hundred books on its shelves and the donated money still in the bank. Naturally some of the books were old and out of date and were soon discarded; none were unsuitable or undesirable for any other reason.

Between the date of the collection of the books and the opening of the library, the Young People were kept busily occupied in card indexing and cataloguing the accumulation, and a big job it proved to be. It had been decided to have an attendant in charge each Saturday afternoon and evening. As all attendants were volunteers each had to be trained, and a highly efficient staff they proved to be. Very quickly they learned to check books in and out expeditiously and accurately. Remarkably few books were lost during the first year's operation.

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Once opened the library had an increasing patronage each Saturday, and the officials now turned their attention to balancing the various sections through its donated funds. The big demand was for fiction, but biography and the children's section were also well established.

When spring came the Society felt that it had made a distinct contribution to the community, but the problem of the future then arose. It was felt that a more permanent organization than the Young People's Society should now assume the responsibility. Representative citizens and the Council were asked to form a Library Board, and thus assure the continuation of the service. This Board instituted a campaign for formal incorporation under the Public Libraries' Act and had no trouble securing the approval of the ratepayers. The library, efficiently conducted, had sold itself to the public. It is still operating with enhanced service, with a large and well selected stock of books, and with a paid attendant in charge.

We hear pitiful cries going up from all parts of the province. Books, books, give us books, or we perish. Instead of crying aloud, or perishing, can we not make a start in our own community? A properly instituted and well organized campaign would produce results, and the people to put such a campaign over are the Intermediate and High School boys and girls. Their enthusiasm and confidence, when wisely directed, will move every mountain that threatens to obstruct. They are making a really definite contribution to community living. Is there any better way to teach Social Studies? The project demands endless hours of work, but there is no community enterprise that will pay handsomer dividends in an increased interest in the school and a more intelligent appreciation of its true place in the community.

* * * *

The following article proposes to deal with a dual topic:

- (a) The objective of the Enterprise;
- (b) Initiating the Enterprise;

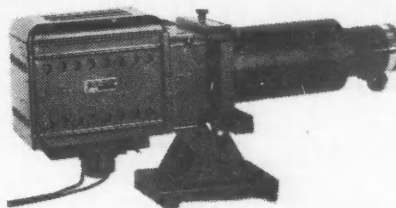
and to describe these by reference to a specific Enterprise.

In initiating an Enterprise the objective must be very definite. The children should at any time during the Enterprise be able to name it, tell briefly how much has been accomplished and be able to suggest something of the way

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in which it might be completed. Unless each child has the class objective in view, and sees clearly how he can assist in gaining that objective, there cannot be that full sincere co-operation necessary to give success to any undertaking.

Above all, do not try to bring in too many related activities, or the children will lose sight of the main objective. It is far better to have a short Enterprise (two or three weeks), work hard at it, keep it simple, finish it satisfactorily, and then begin another. To crowd little children with too many activities makes them nervous and restless, and causes untold disciplinary troubles. The activities must be just sufficient to accomplish the objective, otherwise much of the interest and value is lost.

Always complete an undertaking. If two or more Enterprises are allowed to die out, the motivation problem will become immense.

The subject "Home" suggests numerous avenues for investigation. Almost every teacher will plan one Enterprise on the topic during the year. It has so many advantages:

1. It can be adapted to so many different situation:
 - (a) We Play House.
 - (b) Making a Doll's House.
 - (c) A Visit to Healthy House.
 - (d) Peter Rabbit Makes a New House.
2. It is familiar to even the tiny tots, therefore:
 - (a) They feel an equality with others and tread happily upon familiar ground.
 - (b) They do not hesitate to join in and are quite able to plan, to discuss, to suggest, etc., without hesitation.
 - (c) They like to tell about their homes.
3. It calls for plenty of co-operative activity.
4. It offers numerous opportunities for the natural use of the skills.
5. It affords plenty of scope for testing and practice exercises, for oral and silent reading, vocabulary work, measuring, art, free expression in many ways, health, study of nature, dramatization, singing, verse speaking, planning, reasoning, etc.

In Wembley Junior Room there are two Divisions: In Division I there are twenty-eight pupils. An Enterprise on "Home" has been worked out successfully by them, and a brief account of it is given here.

One child is appointed by the group to act as secretary and to copy the plan from the blackboard as it is made. It will be the children's own plan and consequently it will be fully understood by them. It will be printed in large lettering and posted on the wall. The pupils are never aware of a more detailed plan tucked away in the teacher's desk. It is their Enterprise, and chiefly their responsibility.

On the inaugural day excited whispers are passing from one to another, "I wonder what we are going to do! I wonder what we are going to do!" The teacher, who has been talking to Division II for a moment, is greeted with eager, breathless silence. When she comes to Division I her eyes are telling the children it is going to be something wonderful. One or two children clap softly in the thrill of anticipation. Then the teacher asks, "Who would like to build a big doll's house, as big as I am?" An enthusiastic chorus of "I would," "Oh—yes—let's," "Goody-goody's," "oo-oohs," "Oh—thank you's," and clapping from twenty-eight small people is deafening for a moment. A name for the Enterprise suggesting a meaningful activity is immediately proposed by the children. It is "Making a Big Doll's House." Then the chairman of Division I takes the chair and under his direction the group draws up a plan of action.

The building can be made of pasteboard boxes, big ones from the stores. There are to be four rooms—a kitchen, a livingroom, a bedroom, and a bathroom. All the rooms are to be fully furnished. The girls are to do the needlework and the boys to do the woodwork. Everything is discussed in detail. A useful list telling what materials will be needed is put on the blackboard, at the request of the chairman, as the children suggest the things. The list would be something like this:

1. Pasteboard boxes for walls.

2. Paint—several colors.
3. Apple and orange boxes for furniture.
4. Cellophane for windows.
5. Material for curtains.
6. Material for bed clothes.
7. Rags for rugs and quilts.
8. Tools, nails, scissors, thread, pins, lace, glue, etc.
9. Wallpaper, colored paper, newspaper.
10. Any other handy odds and ends to be found at home.

Several children copy the list and tuck it in their pockets. The next day there is a great collection of material to work with, and the period begins by appointing committees. Again the chairman handles the situation with the help of the teacher. The following committees are chosen: Rug Committee, Curtain Committee, Building Committee, Chair Committee, Bathroom Committee. (N.B.—The most delightful bathroom set can be made from a boiled paper, chalk and glue mixture, painted white), Bed Committee, etc. Little children like to work on their own or with a friend, so committees should be limited to two or three members. Larger groups work better with Division II.

Next, the committees collect the material they will need for the task in hand. Sometimes they rehearse assembling and putting away the materials. This has proved a valuable exercise as it does away with the muddle that otherwise may cause a commotion during the activity period each day. As a result of such training the pupils become most efficient and independent.

The third day is a great, happy, busy day. The Rug Committee is hard at work in one corner. Pearl is making a pegged rug for the kitchen, and Audrey is making a knitted rug for the living room. As they work they are learning a little poem, "A Happy Home." When they know it they will say it for the class. The Chair Committee is busy designing chairs for the living room. (The children are lying on the floor on their stomachs.) One must measure and consider seriously to make a chair. The Bathroom Committee is tearing newspaper while learning a "Rub-Dub-Dub-Song." They are laughing and it looks as if they have a most important secret. They may act and sing the song tomorrow. The Building Committee needs close supervision and help. It's a real task to build a large doll's house from cardboard boxes.

Altogether about nine committees are busy at work in Division I on The Doll's House. Six committees in Division II, in the same room, are working on "A Trip to India."

Teachers with large enrolments will find it handy to make a chart giving the particulars about the committee. It should show, (a) to which group each child belong; (b) at what each group is working. The chart should be posted on the wall in a conspicuous place. This chart aids the teacher in giving directions; also, very small children sometimes forget where they are working, especially if they are absent for a few days.

The children who are working on this Enterprise, "Making a Big Doll's House," having helped to initiate and plan each step, are quite clear about the class objective, and each has a very definite part in gaining it.

The Culmination is not the major part of this, or any other Enterprise. It is simply a satisfactory ending. A doll's tea party for all the dolls in the community would be very appropriate, or there might be a little exhibition (Ref. Titania's Palace) and all the under-school age children could be invited. There are many others that will suggest themselves.

The activity period lasts for about three-quarters of an hour each afternoon. It includes research work, test exercises, drill, practice work, oral and written reports, learning of class poems and songs, dramatization, etc. The time is not adhered to rigidly, but more is accomplished if a definite period at a definite time is allotted. The children become mentally ready and are all set to go.

To the teacher new to Enterprise procedures, "Home" should prove an easy "open sesame." It offers large opportunities for varied treatment, the materials needed are cheap and abundant, and the social situations involved are familiar to the youngest of the pupils.

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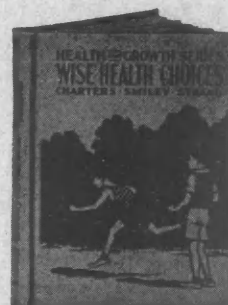
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